School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	West Riverside Elementary School
Address	5671 42nd Street Jurupa Valley, CA 92509-6611
County-District-School (CDS) Code	33 67090 6032247
Principal	Marcella Hale
District Name	Jurupa Unified School District
SPSA Revision Date	May 31, 2022
Schoolsite Council (SSC) Approval Date	May 31, 2022

Local Board Approval Date   June 13,2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Vision Statement
West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards including Common Core standards-based curriculum are aligned with best practice instruction, teaching methods, materials and assessments. Professional development and 21st century digital resource access ensure student success with cognitive skills. Detailed, data-driven focus determines and drives program effectiveness, school safety, and learning opportunities. West Riverside provides a supportive, exemplary learning environment where all students take personal responsibility in their daily efforts. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that ALL students will have a safe, orderly and inviting learning environment and will be engaged in college and career readiness preparation in the pursuit of lifelong learning and future achievement.

Mission Statement
We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing challenging academics driven by current research and best instructional practices within a positive safe learning environment. Each student will achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by structured and consistent school wide programs. By fostering a growth mindset in every child, West Riverside empowers each child to unlock their potential and succeed in school, in career, and in life.

School Profile

Describe The students and community and how school serves them.

The Story

West Riverside Elementary School is located at 5671 42nd Street, Jurupa Valley, California. The area is composed of middle and low income housing and apartments in a suburban area. West Riverside is one of seventeen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves approximately 20,500 students in grades kindergarten through twelve. Established in 1963, our school district includes 15 elementary schools, TK-6 Music Academy, K-8 STEAM school, 3 middle schools, 3 comprehensive high schools, a continuation high school and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence focus on Learning without Limits. There is a district wide focus on fostering a growth mindset in every child to empower each child to unlock their potential and succeed in career, in school, and in life.

The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. West Riverside recently underwent an extensive modernization thanks to school bond measures. This renovation/modernization included rebuilding the historic building (once used as the Jurupa School one room school house), a new administration building, new library/media center, ten new classrooms replacing 10 portable classrooms and new playground with blacktop, equipment, track and field. The new construction was completed Fall 2020. West Riverside has an enrollment of approximately 615 students in Transitional Kindergarten through Sixth Grade. The student population is a diverse population 96% Hispanic; 2% White 2% Other. 94.4% percent of our students are socioeconomically disadvantaged. 55.6% of our students are English language learners. West Riverside continues to experience an large population of English language learners. To address the needs of all students, the District has placed an emphasis on having teachers fully qualified to teach ELD and SDAIE at West Riverside. Every teacher at West Riverside possesses CLAD, BCLAD or comparable authorization.

One Title I Preschool and one full day HeadStart classes are located on the West Riverside campus. Up to twenty-four students attend each session. Each class is staffed with a teacher and an aide. Preschool and HeadStart emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum. There are joint activities between HeadStart/Pre-school and TK/Kindergarten students to become familiar with the classrooms, office, cafeteria and campus procedures.

West Riverside will become a Dual Immersion Elementary school beginning in Fall of the 2022-2023 school year. This unique educational program is designed to develop bilingualism and biliteracy in English and a target language. West Riverside's target language is Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in both languages. The program follows the 90/10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests (Lindholm-Leary, 2001; Dual Language Education, Multilingual Matters LTD).

School Description/Details

West Riverside is an AVID elementary school with a strong focus on college readiness and 21st century learning. West Riverside is a National Kindness certified school and participates in activities throughout the year to promote Social Emotional Learning (SEL) and healthy initiatives promoting and supporting student, staff and community well-being.

West Riverside has a strong emphasis on early literacy and foundational skills, there is an academic focus to have all students reading at grade level by the end of 3rd grade. Mathematics is also a major focus for all students to achieve and succeed. Purposeful and strategic Interventions are in place for students to receive appropriate interventions in both ELA/Literacy and Mathematics in grades K-6. Data from district assessments and grade level assessments allow teachers to effectively provide differentiated instruction based on individual needs. Teachers are provided staff development to review early reading strategies. Intervention teachers, Bilingual Tutors and support staff work with identified students on a daily basis.

The district's Digital Technology Gateway plan providing all TK/Kindergarten-6th grade students a Chromebook device is successfully in place. Devices are part of daily instruction and are checked-out to individual students for in-school and at-home use. Chromebooks are an integral part of daily instruction and curriculum and support the JUSD Units of study. Staff attend professional development opportunities and participate in ALLUDO (Self Paced Professional Development) to implement effective instructional programs and research based best instructional practices. Parents are provided technology information and learning opportunities throughout the year. West Riverside is a "Common Sense Certified School" dedicated to teaching Digital Citizenship to all students and engaging parents using Common Sense Education materials. There is a strong campus focus using technology while keeping all students safe on the internet by implementing school-wide lessons on digital literacy and becoming responsible digital citizens.

As a school, we are implementing NWEA assessments and analyzing our progress to focus on student growth and achievement. Teacher specifically cover the California standards for ELA and Mathematics for each grade level. Daily English Language Development (ELD) continues to be a key area of focus on our campus. Every classroom provides integrated and designated ELD using the ELD standards. Teachers use the ELA textbook (McGraw Hill – Wonders) to support their teaching. Teachers are given the freedom to use appropriate academic resources at their discretion.

During the 2022-2023 school year, Jurupa Unified School District: West Riverside will continue to provide a choice of In-person Instruction or Virtual Learning as a result of COVID 19. All students are provided Chromebooks to connect with their teacher and to complete assignments that focus on common core standards. Teachers provide academic and social emotional support on a daily basis. For in-person instruction, teachers and students are given guidelines to follow to maintain a safe environment for everyone. The school has been equipped with PPE equipment for both students and staff along with sanitizing guidelines for custodians. West Riverside follows the JUSD district safety plan to ensure the safety and healthy environment for all.

Equity Statement

Everyone Matters! Our Students, Staff and Families deserve a learning environment where they feel safe, valued, and respected. We believe in creating an environment in which the experiences, outcomes, and life options for children and families who have been historically underserved will be empowered and transformed. We believe that every day, everyone is learning and striving for success in their social, emotions, and academic growth. Our staff and students will RESPECTFULLY: Ask questions seeking understanding and clarity, Actively speak out against prejudice, Defend those who are being marginalized and Promote respect for all people!

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Based on a review of performance on the state indicators and progress toward SPSA goals, local self-assessment tools and stakeholder input, West Riverside will plan to maintain or build upon that following key features:

1.) Guided Reading/Literacy/Mathematics Intensive Intervention focus 2nd - 6th grades.
2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to equitably support our English Learners.
3.) Common Core curriculum including; ELA, MATH & NGSS
4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a focus on Kindness & Growth Mindset
5.) Provide Professional Development, training and effective research based instructional practices to ensure high rigor of CCSS academics and support student accelerated growth and achievement.
6.) Continued training and implementation of effective use of Technology with students, staff and parents
7.) Increase parent engagement, involvement and school connectedness with focus to increase and promote student engagement and achievement.
8.) Work closely with teachers, students and families to partner with community agencies and local government to align community resources to improve student outcomes.
9.) Provide Social Emotional Learning and Kindness opportunities and activities continuing to support a safe, orderly, welcoming campus climate, promote student achievement and engage families.
10.) Provide and engage students in Healthy Living initiatives and activities to develop, support and engage all students in healthy living habits.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on the 2019 SBAC Dashboard and Calpads data, due to COVID-19 pandemic students did not participate in state testing for the 2020-2021 school year.

However, our previous CAASPP data revealed the following:

ELA/MATH ACADEMIC INDICATOR: All students in ELA indicator performed at the "Yellow" medium average with an increase of 10.7 distance from standard points to increase to 43.5 points below standard. The math indicator increased by 7.2 points for distance from standard of 55.3 points below standard. Both indicators were greatest needs last year and moved to greatest progress. Even though Students will Disabilities is in the "orange" low level in ELA they increased by 26.1 points with greatest increase of student groups, with English Learners increasing by 11 points, Hispanic by 10.5 points, and Socioeconomically Disadvantaged 10.2 points in the "yellow" medium performance level. The math data reflected similar results with Students with Disabilities increasing 16.8 points, English Learners 8.7 points, Hispanic 7.6 points, and Socioeconomically Disadvantaged by 7.5 points with all in "yellow" medium performance level.

For 2021-2022 School year, West Riverside utilized NWEA to monitor student progress and use the data to make informative decisions on the needs of students in both ELA and Math.
ELA: Most of our teams demonstrated growth in all areas. Our school's growth norms were comparable or better than the 2022 District Mean Growth. Reading: Grades Kinder, Second, Fourth, and Sixth achieved higher growth means than the JUSD District Growth Mean. Fourth and Sixth grades exceeded the National 2020 Growth Means. Our upper-grade classrooms demonstrated strengths in Vocabulary. Our primary classes demonstrated strength in Foundational skills. Our primary grades show an instructional need in vocabulary. Our upper-grade classrooms demonstrated a need in literary texts.

MATH: Grades Second, Fourth, and Fifth exceeded the JUSD District Mean Growth Norms. Fourth and Sixth Grades exceeded the National 2020 Growth Means. Most grade levels demonstrated strength in operations and algebraic thinking, and numbers and operations. Overall our school has a need for measurement and data and geometry.

Literacy intervention was in place in all grade levels along with guided reading as part of daily instruction in all grade levels. Guided Reading focused instruction and support in ELA foundational skills will continue in all grades for students that need support in language arts. Math Intervention began in January 2022 on the West Riverside campus for students in grades 1-6. Math intervention will continue in all grades for students who need support in mathematics.

All grade levels implemented Grade Level Rubrics focused on CCSS ELA standard, identified success criteria, and provided meaningful feedback to students using these rubrics. Grade level meetings focused on academic pacing, calibrating and analyzing student work. Teachers identified best practices to meet the needs of students who were not showing mastery of a given standard along with implementing SEL strategies.

SUSPENSION RATE: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. The 2020-2021 Actual Results: school enrollment was 611 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups. This was lower than the suspension rate for the district, county and state.

ENGLISH LEARNERS: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI). 2020-2021 ELPAC dashboard data showed that 2.82% of English Learners are Proficient. 33.10% of English Learners are at a Level 1 (Minimally Developed), 38.73%of English Learners are at a Level 2 (Some-what Developed), 25.35% of English Learners are a Level 3 (Moderately Developed), and 2.82% of English Learners are at a Level 4 (Well Developed).

With the addition of a Teacher on Special Assignment - Administrative Help, behavior issues were addressed and teachers were provided additional support in handling students needing behavior interventions. Administration worked with students on how to handle conflict and find alternatives to solve their conflicts in a positive way. PBIS social skills continue to be reinforced in the daily morning announcements and also taught through short lessons that teachers deliver in the classrooms.

the PICO Behavior Health Counselor has proved to be a valuable resource and a much needed presence on our campus.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the 2019 SBAC Dashboard and Calpads data, due to COVID 19 epidemic students did not participate in state testing for the 2020 school year. West Riverside will address the following indicators that reflect a need for improvement:

For 2022-2023 School year, West Riverside will continue to utilize NWEA to monitor student progress and use the data to make informative decisions on the needs of students in both ELA and Math.
according to the 2021-2022 NWEA data we will focus and address needs for improvement specifically in the areas of:
ELA: Our primary grades show an instructional need in vocabulary. Our upper-grade classrooms demonstrated a need in literary texts.
MATH: Most grade levels demonstrated strength in operations and algebraic thinking, and numbers and operations. However we will continue to focus on growth and results in these areas. Overall our school has a need for student growth and achievement in measurement and data and geometry.

CHRONIC ABSENTEEISM: West Riverside dashboard color for Chronic Absenteeism is orange. All four groups, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities increased respectively by 1.3-1.6% growth in the area of Chronic Absenteeism with the exception of Students with Disabilities who increased 6.4%. According to dashboard data, 11.8% of students are chronically absent. Continued efforts towards attendance awareness and awards will be in place during 2022-23 including; SNACK ATTACK , perfect attendance barbeques each trimester, classroom incentives and monthly Dragon Attendance Award. Administration will continue holding regular SART meetings with parents to address individual issues and concerns regarding attendance and provide interventions and supports as needed.

ENGLISH LEARNERS: 2020-2021 ELPAC dashboard data showed that 2.82% of English Learners are Proficient. 33.10% of English Learners are at a Level 1 (Minimally Developed), 38.73%of English Learners are at a Level 2 (Some-what Developed), 25.35% of English Learners are a Level 3 (Moderately Developed), and 2.82% of English Learners are at a Level 4 (Well Developed).
West Riverside will have a focus on our English Learners in the 2022-2023 school year. Professional Development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap will be provided for teachers.   Teachers will ensure that ELD is part of their daily instruction and that there is both Integrated and Designated ELD happening in the classroom.   Teachers will be given time to plan and collaborate on strategies that may assist English Learners to close the achievement gap and gain English proficiency. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. Alludo, the district's virtual professional development platform, continues to include sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Principal walk-thrus will focus on ELD instructional practices and strategies within the classroom. Grade Level collaboration will have a focus on identifying, monitoring, and collaborating around EL students within the grade level and classrooms. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students and will support EL students to have access to the core curriculum. Teachers and support staff will be looking at developing academic language structures and practices schoolwide to address our EL program

SUSPENSION RATE: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. The 2020-2021 Actual Results: school enrollment was 611 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups. This was lower than the suspension rate for the district, county and state. In the 2021-2022 school year there has been an increase in student behavior issues and known traumas that our students have encountered. We will be addressing this with a schoolwide approach:

The BSELPBIS coordinator along with the Leadership Team and staff will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program that shares a universal message on campus promoting positive behavior. The program aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided. The BSEL/PBIS coordinator and Leadership Team will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. Campus Supervisors will be provided training and professional development specific to addressing student behavior issues on the playground. All staff will work together to intentionally and purposely meet the needs of our students and reduce the amount of behavior issues inside the classroom and on the West Riverside campus. Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.

West Riverside will focus on a continued effort to increase Parent/Family/Community Involvement on campus. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts, Coffee with the Principal, etc. All parent activities will be supported with English and Spanish translation. Babysitting will be provided when possible and appropriate. Parenting classes to support their child's education will be provided and may include; Academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, Etc.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Based on the 2019 SBAC Dashboard and Calpads data, due to COVID-19 pandemic students did not participate in state testing for the 2020 school year. Based on the 2019 Dashboard data, there are currently no student groups performing more than one level difference in all performance indicators.

West Riverside fully anticipates performance gaps and student groups performing more than one level difference in all performance indicators on upcoming Dashboard data due to learning loss during Covid-19 pandemic. For the 2022-2023 school year, West Riverside will proactively take the following steps to address the performance gaps predicted and rely on the feedback from all educational partners in SSC, ELAC, PTA and leadership team:

West Riverside Teachers will continue to provide the first, best instruction to all students. They will utilize instructional materials and strategies that honor the diversity of their classroom. Best, First Instruction includes deliberate planning, enactment, observation and reflection. Teachers will be provided professional development, coaching, collaboration and time to focus and strategically plan to address these basic elements to provide a high impact teaching and learning process.

Special Education specialists will continue to work in a predominantly inclusive model for our RSP students. The special education specialists push into the classroom and provide academic and emotional support for their students.

Literacy Intervention teachers will provide intervention to students who are significantly below grade level including using Guided Reading leveled readers and monitoring with running records and NWEA data. Intervention teachers will work in a predominately inclusive model providing Intervention services within the general education classroom.

A Math Intervention teacher will provide support to those students who are identified struggling in math. NWEA math data will be used to identify students who need additional support in math.   Intervention teachers will work in a predominately inclusive model providing Intervention services within the general education classroom.

6 Bilingual Tutors will support Intervention teachers and ELL students within the classrooms providing support services within the general education classroom.

To address attendance and student's SEL needs: School events will be scheduled throughout the school year so that families can participate with their children. School/home partnerships will be made stronger by having office staff connect with families that might need assistance from the parent center or PICO. On-site counseling services for students will continue for those students who may need emotional support. Administration will work with supervisors to model and teach students alternative ways to handle conflict on the playground.

In the 2022-2023 school year an Assistant Principal will be joining the West Riverside staff. This position will assist the Principal with on-going and new program implementation to ensure all students' SEL needs are being met, student achievement is focused on results, staff is trained and supported, and, parents and community are involved on the West Riverside campus.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA for West Riverside aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.
This schoolwide program includes:

1.) Guided Reading/Literacy/Mathematics Intensive Intervention focus 2nd - 6th grades.
2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to equitably support our English Learners.
3.) Common Core curriculum including; ELA, MATH & NGSS
4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a focus on Kindness & Growth Mindset
5.) Provide Professional Development, training and effective research based instructional practices to ensure high rigor of CCSS academics and support student accelerated growth and achievement.
6.) Continued training and implementation of effective use of Technology with students, staff and parents
7.) Increase parent engagement, involvement and school connectedness with focus to increase and promote student engagement and achievement.
8.) Work closely with teachers, students and families to partner with community agencies and local government to align community resources to improve student outcomes.
9.) Provide Social Emotional Learning and Kindness opportunities and activities continuing to support a safe, orderly, welcoming campus climate, promote student achievement and engage families.
10.) Provide and engage students in Healthy Living initiatives and activities to develop, support and engage all students in healthy living habits.

West Riverside is effectively providing schoolwide services for all students. As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

West Riverside is very inclusive and welcoming of input from staff, students, parents, and the Community to build a strong SPSA for school improvement and student achievement. School Site Council is involved throughout the year in monitoring and implementation of the school plan. Parent groups meet regularly and input is collected/sought regarding school programs both within meetings and surveys issued: ELAC, SSC, PTA, GATE, Leadership Team, Parent events. LCAP survey is completed by all educational partners; students, staff, and parents annually to identify needs in safety, instruction, parent involvement, and student engagement. There is also consultation with district administration, leadership team SBCP meetings, and Principal's Meetings. There are representatives that participate in Instructional Council, DAC, DELAC, by attending district meetings and bringing information back to SSC and ELAC. West Riverside has parent representation on the District Committees for Special Education and GATE. West Riverside Student Ambassadors (Student Leadership) provide input regularly thru monthly meetings. Administration recognizes that West Riverside students have a perspective on the school climate, activities and instructional practices/traditions that is welcomed and encouraged in the planning process for the SPSA/Annual Review and Update.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	84	86	76
Grade 1	78	72	66
Grade 2	104	80	75
Grade3	102	102	87
Grade 4	109	104	102
Grade 5	97	101	98
Grade 6	106	102	107
Total Enrollment	680	647	611

Conclusions based on this data:

1. West Riverside has declining enrollment over most recent years and is projected to sustain enrollment in 2022-2023 with a projected enrollment of 611 students.

2. The site will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SART meetings will continue providing interventions and supports to families. We will furthermore use our website and social media resources to share with families the many wonderful opportunities available to students attending West Riverside as well as continue/build on parent/family activities to reach out to our community and strengthen the home/school partnership.

3. Parents from outside the school's attendance boundaries, may enroll their children at West Riverside because they want their children to attend the Dual Language Immersion program beginning in the 2022-2023 year in grades TK-K.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	378	306	284	55.6%	47.3%	46.5%
Fluent English Proficient (FEP)	94	136	119	13.8%	21.0%	19.5%
Reclassified Fluent English Proficient (RFEP)	28	80	21	6.7%	21.2%	6.9%

Conclusions based on this data:

1. The number of English Learners at West Riverside has continued to decline over the last three years. West Riverside's RFEP's drastically increased in 2019-2020, but decreased in 2020-2021. West teachers and paraprofessionals will review requirements for reclassification and reflect on daily practices of integrated and designated ELD in 2022-2023. Implementing ELD standards and instruction with fidelity across grade levels will be a schoolwide focus on integrated and designated ELD practices. Teachers and paraprofessionals will enhance instructional practices utilizing academic language structures and SDAIE strategies to strengthen positive growth and increase Reclassification percentages of ELL students.

2. A focus on equity and examining EL typology will be necessary for 2022-2023. West Riverside will utilize the EL Roadmap, Data dives and professional development focusing on effective practices to support EL diversity and equity.

3. West Riverside will use Ellevation platform to properly identify and support students at their EL level with targeted strategies/supports will continue to be implemented and utilized to drive instruction and interventions for our English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	116	105	92	114	105	0	114	105	0	98.3	100	0.0
Grade 4	104	111	96	103	111	0	103	111	0	99	100	0.0
Grade 5	101	101	101	100	96	0	100	96	0	99	95	0.0
Grade 6	113	106	106	113	106	0	113	106	0	100	100	0.0
All Grades	434	423	395	430	418	0	430	418	0	99.1	98.8	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2382.9	2368.8		11.40	7.62		16.67	15.24		31.58	27.62		40.35	49.52	
Grade 4	2402.8	2418.9		5.83	6.31		18.45	18.92		18.45	34.23		57.28	40.54	
Grade 5	2463.4	2465.7		12.00	4.17		25.00	34.38		20.00	22.92		43.00	38.54	
Grade 6	2473.1	2506.2		1.77	6.60		23.01	41.51		34.51	28.30		40.71	23.58	
All Grades	N/A	N/A	N/A	7.67	6.22		20.70	27.27		26.51	28.47		45.12	38.04	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	8.77	10.48		43.86	40.95		47.37	48.57	
Grade 4	7.77	11.71		44.66	48.65		47.57	39.64	
Grade 5	9.00	12.50		45.00	45.83		46.00	41.67	
Grade 6	11.50	12.26		37.17	48.11		51.33	39.62	
All Grades	9.30	11.72		42.56	45.93		48.14	42.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	9.65	6.67		44.74	42.86		45.61	50.48	
Grade 4	4.85	6.31		45.63	56.76		49.51	36.94	
Grade 5	29.00	7.29		35.00	58.33		36.00	34.38	
Grade 6	9.73	15.09		45.13	58.49		45.13	26.42	
All Grades	13.02	8.85		42.79	54.07		44.19	37.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	11.40	5.71		63.16	64.76		25.44	29.52	
Grade 4	6.80	7.21		67.96	72.97		25.24	19.82	
Grade 5	7.00	7.29		57.00	67.71		36.00	25.00	
Grade 6	7.96	14.15		62.83	67.92		29.20	17.92	
All Grades	8.37	8.61		62.79	68.42		28.84	22.97	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	16.67	8.57		52.63	40.95		30.70	50.48	
Grade 4	9.71	6.31		40.78	53.15		49.51	40.54	
Grade 5	23.00	15.63		33.00	52.08		44.00	32.29	
Grade 6	8.85	16.98		57.52	60.38		33.63	22.64	
All Grades	14.42	11.72		46.51	51.67		39.07	36.60	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For the 2020-2021 school year, there is no data available due to covid closures.

   The latest CAASPP assessment results are from the 2018-2019 school year due to school closures during the pandemic. State assessments were cancelled during the 2019-2020 and 2020-2021 school years. Our students took local assessments for the 2020-2021 school year and did complete the CAASPP assessments during 2021-22 school year.
   Our site conclusions based on CAASPP ELA data (2018-2019) reflects a need to continue supporting students through Early Literacy and Primary intervention especially in foundational reading skills and writing strategies. Guided Reading practices and a focus on Foundational Skills continue to be implemented K-6th grades.

2. Guided Reading practices and small group instruction will provide students with additional supports in developing reading and writing skills. Primary teachers will also work on Strategic Interventions for Phonemic awareness and Foundational Skills.

3. The use of grade level rubrics, calibration, success criteria, learning intentions, AVID strategies, efficacy, providing meaningful feedback, and goal-setting may help in the success and overall achievement in all CAASPP areas. Writing instruction must be explicitly taught and students need frequent opportunities to write across a variety of disciplines. Students require more exposure to non-fiction and complex texts to increase reading comprehension skills and strengthen the area of Research & Inquiry. Increased opportunities for research and collaborative conversations are required to strengthen and refine listening and inquiry skills. Feedback structures, AVID Inquiry focus, and PD with technology applications will assist with this journey of growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	117	105	92	116	105	0	116	105	0	99.1	100	0.0
Grade 4	104	110	96	103	110	0	103	110	0	99	100	0.0
Grade 5	101	101	101	100	101	0	100	101	0	99	100	0.0
Grade 6	113	106	106	113	106	0	113	106	0	100	100	0.0
All Grades	435	422	395	432	422	0	432	422	0	99.3	100	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2405.9	2386.3		6.03	4.76		26.72	24.76		31.90	22.86		35.34	47.62	
Grade 4	2416.9	2441.0		1.94	6.36		12.62	23.64		42.72	35.45		42.72	34.55	
Grade 5	2467.0	2460.3		9.00	3.96		12.00	13.86		37.00	36.63		42.00	45.54	
Grade 6	2459.5	2485.9		5.31	8.49		10.62	12.26		26.55	35.85		57.52	43.40	
All Grades	N/A	N/A	N/A	5.56	5.92		15.74	18.72		34.26	32.70		44.44	42.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	19.83	16.19		41.38	36.19		38.79	47.62	
Grade 4	6.80	17.27		24.27	33.64		68.93	49.09	
Grade 5	12.00	10.89		36.00	39.60		52.00	49.50	
Grade 6	7.96	14.15		27.43	27.36		64.60	58.49	
All Grades	11.81	14.69		32.41	34.12		55.79	51.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	12.07	6.67		42.24	46.67		45.69	46.67	
Grade 4	4.85	8.18		34.95	50.91		60.19	40.91	
Grade 5	3.00	5.94		43.00	37.62		54.00	56.44	
Grade 6	3.54	5.66		30.97	43.40		65.49	50.94	
All Grades	6.02	6.64		37.73	44.79		56.25	48.58	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	13.79	8.57		53.45	47.62		32.76	43.81	
Grade 4	2.91	9.09		50.49	51.82		46.60	39.09	
Grade 5	8.00	6.93		48.00	41.58		44.00	51.49	
Grade 6	7.08	13.21		34.51	47.17		58.41	39.62	
All Grades	8.10	9.48		46.53	47.16		45.37	43.36	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For the 2020-2021 school year, there is no data available due to covid closures.

   The latest CAASPP assessment results are from the 2018-2019 school year due to school closures during the pandemic. State assessments were cancelled during the 2019-2020 and 2020-2021 school years. Our students took local assessments for the 2020-2021 school year. NWEA data showed most grade levels demonstrated strength in operations and algebraic thinking, and numbers and operations. However we will continue to focus on growth and results in these areas. Overall our school has a need for student growth and achievement in measurement and data and geometry. Our site conclusions (2018-2019) based on CAASPP Math data reflects a continued need to support students through mathematical concepts and procedures and ability to demonstrate mathematical conclusions. West Riverside will review and monitor math instructional strategies, daily practices and provide continued staff development.

2. West Riverside will continue to implement and use elements of Daily Math Review, and Math FUN practices to further develop mathematical understanding. We will also have the support of a Math Intervention Teacher (MIT) that will focus on supporting students with identified math needs and performing below grade level. Schoolwise, Students need increased opportunities to reflect and analyze problem solving strategies, both verbally and in writing.

3. We will guarantee the dedicated mathematics time and monitor the daily use of strategic math practices.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1410.7	1432.3	1399.9	1423.8	1438.4	1418.6	1380.0	1418.0	1356.2	61	56	41
1	1465.7	1427.1	1425.7	1473.5	1449.0	1439.6	1457.3	1404.9	1411.3	67	41	40
2	1481.6	1462.8	1439.6	1479.8	1469.1	1438.3	1482.9	1456.1	1440.4	58	40	42
3	1485.2	1474.8	1450.4	1481.6	1468.4	1446.2	1488.2	1480.8	1454.0	66	40	48
4	1495.4	1491.0	1457.5	1488.4	1488.6	1463.9	1501.8	1493.0	1450.7	56	42	34
5	1536.6	1512.2	1498.1	1526.0	1503.1	1498.7	1546.7	1520.9	1497.1	54	50	35
6	1534.3	1524.7	1503.7	1529.7	1511.5	1504.8	1538.5	1537.4	1502.1	57	41	44
All Grades										419	310	284

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	19.67	14.29	0.00	21.31	48.21	31.71	44.26	30.36	36.59	*	7.14	31.71	61	56	41
1	40.30	0.00	5.00	28.36	19.51	25.00	17.91	53.66	30.00	*	26.83	40.00	67	41	40
2	46.55	2.50	0.00	27.59	37.50	14.29	*	52.50	52.38	*	7.50	33.33	58	40	42
3	*	2.50	0.00	28.79	30.00	16.67	39.39	40.00	39.58	19.70	27.50	43.75	66	40	48
4	*	2.38	0.00	41.07	42.86	26.47	23.21	38.10	38.24	19.64	16.67	35.29	56	42	34
5	48.15	20.00	5.71	35.19	28.00	31.43	*	32.00	40.00	*	20.00	22.86	54	50	35
6	31.58	19.51	9.09	22.81	41.46	34.09	36.84	29.27	34.09	*	9.76	22.73	57	41	44
All Grades	30.31	9.35	2.82	29.12	35.81	25.35	27.21	38.71	38.73	13.37	16.13	33.10	419	310	284

Overall Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.23	16.07	4.88	29.51	44.64	43.90	31.15	30.36	24.39	*	8.93	26.83	61	56	41
1	59.70	9.76	7.50	16.42	34.15	32.50	*	48.78	40.00	*	7.32	20.00	67	41	40
2	55.17	10.00	4.76	27.59	47.50	11.90	*	37.50	64.29	*	5.00	19.05	58	40	42
3	28.79	7.50	0.00	36.36	50.00	43.75	18.18	20.00	20.83	16.67	22.50	35.42	66	40	48
4	33.93	23.81	20.59	30.36	45.24	41.18	*	19.05	17.65	*	11.90	20.59	56	42	34
5	59.26	44.00	22.86	24.07	28.00	42.86	*	12.00	20.00	*	16.00	14.29	54	50	35
6	45.61	31.71	22.73	35.09	43.90	40.91	*	12.20	25.00	*	12.20	11.36	57	41	44
All Grades	43.91	20.97	11.27	28.40	41.61	36.62	16.95	25.48	30.63	10.74	11.94	21.48	419	310	284

Oral Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.07	0.00	*	35.71	19.51	60.66	33.93	41.46	18.03	14.29	39.02	61	56	41
1	28.36	0.00	2.50	26.87	7.32	20.00	20.90	34.15	22.50	23.88	58.54	55.00	67	41	40
2	31.03	0.00	0.00	27.59	25.00	19.05	24.14	40.00	42.86	*	35.00	38.10	58	40	42
3	*	2.50	0.00	*	17.50	8.33	42.42	55.00	29.17	39.39	25.00	62.50	66	40	48
4	*	0.00	0.00	33.93	21.43	8.82	35.71	42.86	23.53	26.79	35.71	67.65	56	42	34
5	25.93	12.00	2.86	42.59	12.00	11.43	20.37	48.00	42.86	*	28.00	42.86	54	50	35
6	24.56	9.76	2.27	*	29.27	13.64	29.82	41.46	45.45	28.07	19.51	38.64	57	41	44
All Grades	17.42	6.45	1.06	25.06	21.61	14.44	33.65	41.94	35.56	23.87	30.00	48.94	419	310	284

Written Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.74	12.50	7.32	37.70	73.21	80.49	*	14.29	12.20	61	56	41
1	67.16	31.71	17.50	23.88	60.98	70.00	*	7.32	12.50	67	41	40
2	50.00	15.00	4.76	41.38	72.50	66.67	*	12.50	28.57	58	40	42
3	25.76	2.50	4.17	60.61	67.50	58.33	*	30.00	37.50	66	40	48
4	33.93	16.67	26.47	55.36	66.67	50.00	*	16.67	23.53	56	42	34
5	50.00	10.00	17.14	44.44	70.00	62.86	*	20.00	20.00	54	50	35
6	33.33	26.83	13.64	56.14	56.10	61.36	*	17.07	25.00	57	41	44
All Grades	45.35	16.13	12.32	45.35	67.10	64.44	9.31	16.77	23.24	419	310	284

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	19.64	7.32	55.74	64.29	63.41	29.51	16.07	29.27	61	56	41
1	56.72	7.32	7.50	29.85	75.61	60.00	*	17.07	32.50	67	41	40
2	55.17	15.00	7.14	37.93	77.50	71.43	*	7.50	21.43	58	40	42
3	39.39	30.00	8.33	36.36	52.50	60.42	24.24	17.50	31.25	66	40	48
4	42.86	33.33	17.65	37.50	54.76	58.82	19.64	11.90	23.53	56	42	34
5	64.81	62.00	51.43	29.63	22.00	34.29	*	16.00	14.29	54	50	35
6	59.65	41.46	38.64	35.09	46.34	52.27	*	12.20	9.09	57	41	44
All Grades	47.26	30.32	19.01	37.47	55.48	57.75	15.27	14.19	23.24	419	310	284

Table title (above): **Speaking Domain** / **Percentage of Students by Domain Performance Level for All Students**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.36	2.44	70.49	83.93	63.41	22.95	10.71	34.15	61	56	41
1	37.31	7.32	7.50	34.33	26.83	37.50	28.36	65.85	55.00	67	41	40
2	39.66	2.50	0.00	37.93	62.50	61.90	22.41	35.00	38.10	58	40	42
3	*	2.50	0.00	43.94	50.00	20.83	53.03	47.50	79.17	66	40	48
4	*	2.38	0.00	50.00	50.00	26.47	42.86	47.62	73.53	56	42	34
5	20.37	20.00	11.43	64.81	48.00	37.14	*	32.00	51.43	54	50	35
6	28.07	4.88	4.55	21.05	39.02	22.73	50.88	56.10	72.73	57	41	44
All Grades	20.29	6.77	3.52	45.82	52.90	38.38	33.89	40.32	58.10	419	310	284

Reading Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	22.95	55.36	12.20	55.74	23.21	34.15	21.31	21.43	53.66	61	56	41
1	26.87	0.00	2.50	52.24	58.54	50.00	20.90	41.46	47.50	67	41	40
2	27.59	2.50	0.00	60.34	70.00	47.62	*	27.50	52.38	58	40	42
3	19.70	7.50	0.00	57.58	82.50	56.25	22.73	10.00	43.75	66	40	48
4	25.00	4.76	0.00	58.93	80.95	55.88	*	14.29	44.12	56	42	34
5	53.70	14.00	2.86	42.59	62.00	65.71	*	24.00	31.43	54	50	35
6	*	46.34	6.82	84.21	51.22	81.82	*	2.44	11.36	57	41	44
All Grades	26.73	20.32	3.52	58.71	59.35	55.99	14.56	20.32	40.49	419	310	284

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2020-2021 West Riverside ELPAC data showed that 2.82% of English Learners are Proficient. 33.10% of English Learners are at a Level 1 (Minimally Developed), 38.73%of English Learners are at a Level 2 (Some-what Developed), 25.35% of English Learners are a Level 3 (Moderately Developed), and 2.82% of English Learners are at a Level 4 (Well Developed).

West Riverside will have a focus on our English Learners in the 2022-2023 school year. Professional Development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap will be provided for teachers.   Teachers will ensure that ELD is part of their daily instruction and that there is both Integrated and Designated ELD happening in the classroom.   Teachers will be given time to plan and collaborate on strategies that may assist English Learners to close the achievement gap and gain English proficiency. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. Alludo, the district's virtual professional development platform, continues to include sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Principal walk-thrus will focus on ELD instructional practices and strategies within the classroom. Grade Level collaboration will have a focus on identifying, monitoring, and collaborating around EL students within the grade level and classrooms. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students and will support EL students to have access to the core curriculum. Teachers and support staff will be looking at developing academic language structures and practices schoolwide to address our EL program

2. Implementing ELD standards and instruction with fidelity across grade levels will be a schoolwide focus on integrated and designated ELD practices. Teachers and paraprofessionals will enhance instructional practices utilizing academic language structures and SDAIE strategies to strengthen positive growth and increase Reclassification percentages of ELL students.

3. in 2022-2023 West Riverside will focus on equity and examining EL typology. Teachers will participate in utilization of the ELD Roadmap, Data dives and professional development focusing on effective practices to support EL diversity and equity. Continued use of the Ellevation platform to properly identify and support students at their EL level with targeted strategies/supports will continue to be implemented.

School and Student Performance Data
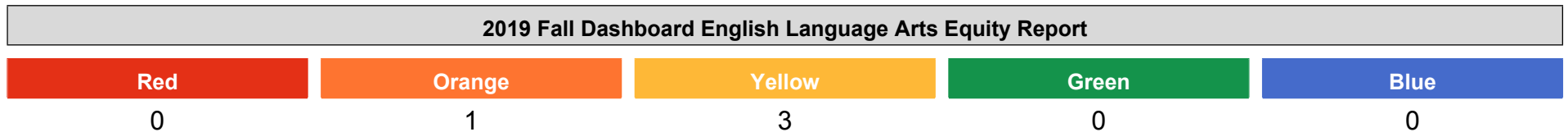
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
611	**89.2**	**46.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	284	46.5
Foster Youth		
Homeless	7	1.1
Socioeconomically Disadvantaged	545	89.2
Students with Disabilities	74	12.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3
American Indian or Alaska Native		
Asian	1	0.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino		
Hispanic	585	95.7
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	10	1.6

Conclusions based on this data:

1. West Riverside will continue focus on ways to support our significant subgroups (socioeconomically disadvantaged population (89.2%) and EL students(46.5%) by providing supportive family/school connection events, resources including ties to healthy living initiatives, parent meetings/training based on school programs, communication tools for families, academic interventions, etc.

2. With a socioeconomically disadvantaged population 89.2% percent, West Riverside requires a significant dedication of resources and time to provide interventions and materials to ensure academic and socio-emotional learning needs are met and equitable.

3. A more concentrated effort towards Parent/Family/Community outreach activities and opportunities for family learning/workshops is needed to further build equitable connections and supports between home and school.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. West Riverside Fall 2019 Dashboard data indicates West Riverside suspension rate continues to be in the blue performance level. This may be due to Positive Behavior Interventions in place and addressed daily on campus. The current school data coming back to In Person school post COVID-19

Pandemic in anticipated to show a decline in the suspension rate. West Riverside recognizes heightened behavioral challenges upon return to student In Person instruction. Disruptive student behavior is likely driven by a range of personal, academic and psychological challenges compounded by the ongoing pandemic. West Riverside will continue to support all students with Positive Behavior practices, SEL opportunities and providing mental health services thru PICO. Additionally, West Riverside will concentrate on addressing Chronic Absenteeism which is in the orange performance level.

2. West Riverside will concentrate on addressing Chronic Absenteeism which is in the orange performance level.

3. West Riverside will continue to address all subgroups equitably in ELA and math by addressing least restrictive, general ed opportunities, expanding co-teaching, providing Intervention support with Inclusion and providing SEL/behavioral health services and resources.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | | | | | | Highest Performance
Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
43.5 points below standard	55.6 points below standard	0 Students
Increased ++10.7 points	Increased ++11 points	
392	262	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	44.9 points below standard	128.1 points below standard
1	Increased ++10.2 points	Increased Significantly ++26.1 points
	377	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
3			1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
45.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.5 points	2		10
375			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100 points below standard	13 points above standard	22.8 points below standard
Increased ++6.3 points	Declined -7.6 points	Increased ++3.3 points
159	103	114

Conclusions based on this data:

1. 2019 FALL: Overall West Riverside students have maintained growth in ELA. All significant subgroups have increased.

2. With the return to in-person instruction and students taking the CAASPP for the first time in two years, West Riverside would like to see our students perform better each year in all areas.

Holding CAASPP Chats with students so they are aware of why they take this test, where they are with progress on the test and setting an ultimate goal for each student will open lines of communication as to why this test is important to them and their learning and help them to take a personal interest in their achievement.

3. Literacy Intervention Teachers, Instructional Aides and Bilingual Language Tutors will receive additional training to support Guided Reading and Foundational Skills. The Literacy Intervention Teachers, Instructional Aides, and Bilingual Tutors will also work with classroom teachers to work on specific literacy skills to address the diverse student needs.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	
55.3 points below standard	63 points below standard	
Increased ++7.2 points	Increased ++8.7 points	
391	261	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	55.2 points below standard	132.3 points below standard
	Increased ++7.5 points	Increased Significantly ++16.8 points
1	376	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			Less than 11 Students - Data Not Displayed for Privacy
3			1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
57.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points	2		10
374			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.6 points below standard	4.5 points below standard	41 points below standard
Maintained -0.2 points	Increased ++4.3 points	Maintained ++1.5 points
159	102	114

Conclusions based on this data:

1. 2019 FALL: Overall, West Riverside students increased in Mathematics with +7.2 points and all significant subgroups increased.

2. With the return to in-person instruction and students taking the CAASPP for the first time in two years, West Riverside would like to see our students perform better each year in all areas.

Holding CAASPP Chats with students so they are aware of why they take this test, where they are with progress on the test and setting an ultimate goal for each student will open lines of communication as to why this test is important to them and their learning and help them to take a personal interest in their achievement.

3. Math Intervention Teacher, Instructional Aides and Bilingual Language Tutors will receive additional training to support mathematic skills. The Math Intervention Teacher, Instructional Aides, and Bilingual Tutors will also work with classroom teachers to work on specific math skills to address the diverse student needs.

School and Student Performance Data

Academic Performance
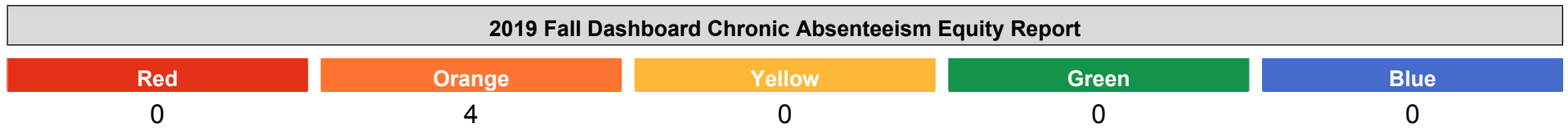## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45 making progress towards English language proficiency
Number of EL Students: 238
Performance Level: Medium
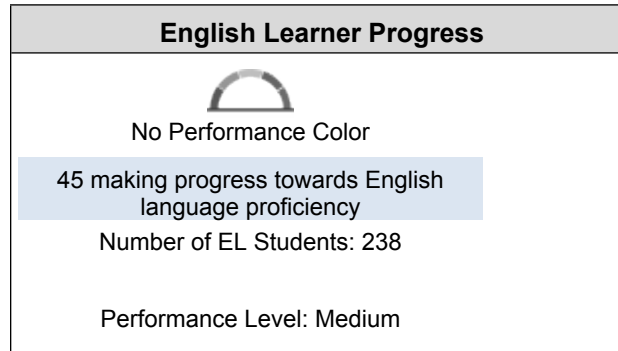
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	31.5	2.9	42.0

Conclusions based on this data:

1. 2019 FALL: West Riverside had 238 English Learner students. 45% were making progress towards English language proficiency. 42% of the English leaners progressed at least one ELPI level. West Riverside will continue to provide intervention supports, differentiation, and increase small group instruction practices to improve students' foundational skills in English Language Development.

2. ELD instruction, including Integrated and designated will help EL students at West Riverside to make progress towards reclassification. Further developing integrated and designated ELD practices enhanced with academic language structures and SDAIE strategies will strengthen positive growth already being made. There is a need to increase use of technology tools to allow for EL students to participate/practice language construction at higher levels (written/oral). Many tech tools allow us to strengthen supports to ELs (ability to practice, record themselves, collaborate, etc.).

3. West Riverside teaching practices will allow for ample oral vocabulary development through the use of expressive language. English language learners must be given multiple opportunities to practice listening, speaking, reading, and writing skills.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Orange

11.8

Increased +1.5

727

English Learners

Orange

9.8

Increased +1.6

399

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

Socioeconomically Disadvantaged

Orange

11.8

Increased +1.3

692

Students with Disabilities

Orange

19.4

Increased +6.4

93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	0	0	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
11.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +1.3			Declined -5.3
697	4	0	17

Conclusions based on this data:

1. As West Riverside's attendance continues to decline, each absence significantly impacts our overall daily attendance percentages. West Riverside will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SART meetings will be continued to provide interventions and supports to families. We will furthermore use our website and social media resources to share with families the many wonderful opportunities available to students attending West Riverside as well as continue parent nights/family activities to reach out to our community and strengthen the home/school partnership.

2. West Riverside continue to will monitor/evaluate trends of attendance data and specific dates to increase messaging and connections to campus on those dates in hopes of reducing absences. We will concentrate on our subgroup "Students with Disabilities" and identify trends or habits that inhibit our daily attendance and provide interventions and structures to promote and better daily attendance.

3. West Riverside will increase connections, communication, and interventions to families early in hopes of reducing absences as the year progresses. Application of reengagement efforts will be a priority during the 2022-2023 school year to ensure our chronic absenteeism rate improves.

   2020-2021 Chronic Absenteeism Rate: West Riverside had an average of 26.6% of students who were chronically absent.
   West Riverside: 26.6%
   Hispanic Latino 26.4%
   JUSD 15.7%
   Riverside County 17.3%
   State 14.3%
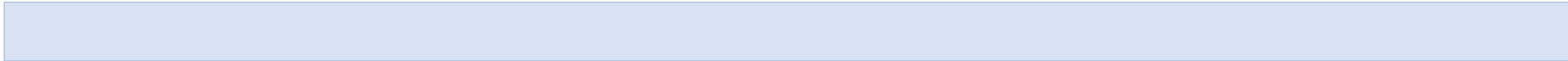
School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	
0.3	0.5	
Maintained -0.1	Increased +0.3	
752	414	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0.3	0
10	Maintained -0.1	Maintained 0
	711	96
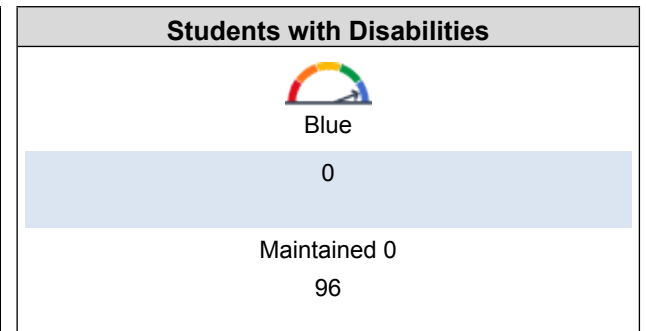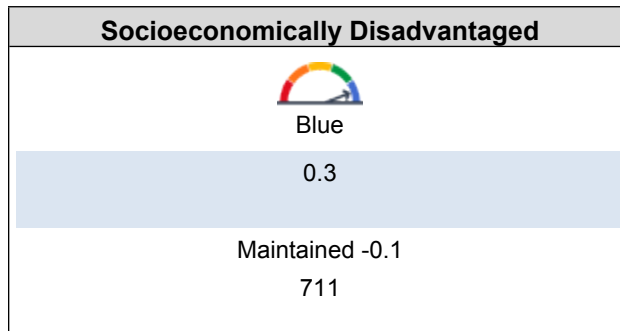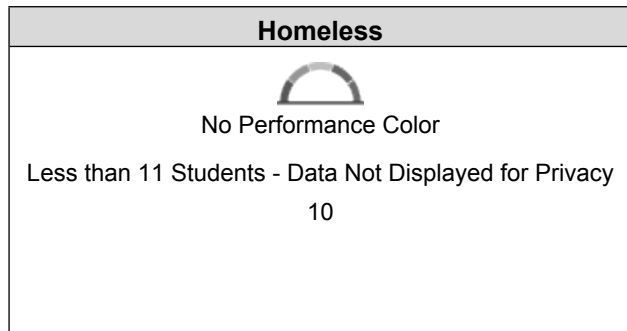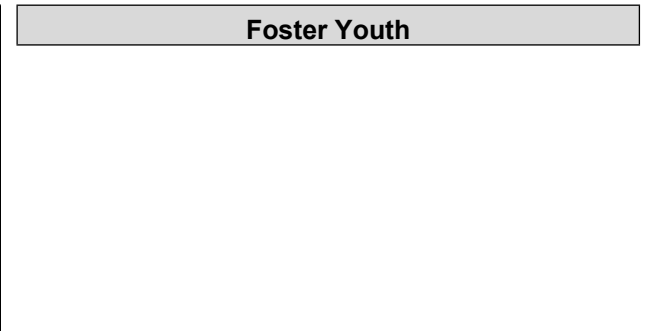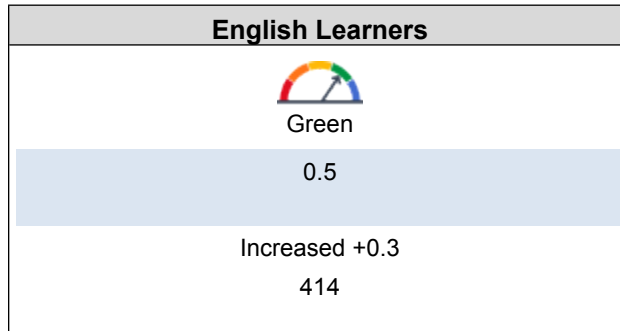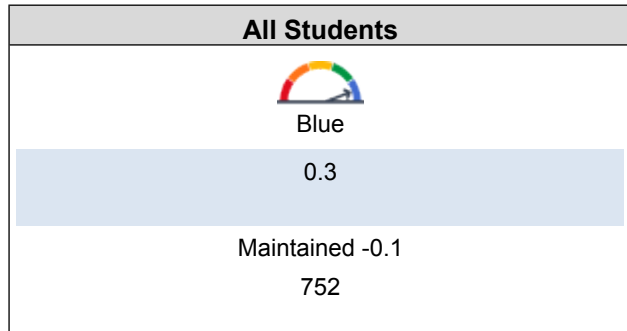
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			No Performance Color
Less than 11 Students - Data Not			Less than 11 Students - Data Not
9			1

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		No Performance Color
0.3	Less than 11 Students - Data Not		0
	5		
Maintained -0.1			Maintained 0
720			17

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.3

Conclusions based on this data:

1. West Riverside maintains Overall Blue dashboard status in Suspension Rate. English Learner subgroup increase slighlty to green status (.3)

2. West Riverside does a great job of providing social emotional instruction, incentives and remediation for students to maintain positive behavior However, there is always need to use reflective practices to revisit and revise protocols to ensure best practices are in place to support and address behavior concerns.

3. West Riverside students take Personal Responsibility In Daily Efforts. (PRIDE) Implementation of strong and consistent behavior expectations schoolwide will help West Riverside students understand what is expected of them.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

SEL will continue to be a focus for staff and students along with academics. Teachers will continue to assess students needs with data from NWEA, formative/summative assessments and teacher assessments to identify the needs of their students and plan accordingly. There will be collaboration with the site ELA and Math Intervention teachers to ensure students are given the support needed. Our SST Team will continue to meet to form plans of intervention strategies for struggling students, Our students who are struggling emotionally will be supported through PICO services and a Behavioral Health counselor. Intervention teachers, school psychologist, and speech pathologist are part of this SST team and are essential when identifying additional support systems for given students. The BSEL coach will provide support for students who are in need of social skills awareness. Further alignment of daily/monthly SEL instructional practices will be examined.

School Discipline, students getting along with peers on a daily basis and troubled student behaviors has increased significantly upon return to in-person instruction on the West Riverside campus. A need for a schoolwide focus has been identified by staff and a desire to revamp, provide and implement schoolwide practices and structures has been expressed by teachers and staff. Any additional funds will be allocated for behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.

Spring 2021-2022 NWEA ELA Data:

K   18% students scored average to high average (11 students)
2% students scored high (1 student)
1st 15% students scored average to high average (11 students)
1% students scored high (1 student)
2nd 14% students scored average to high average (9 students)
2% students scored high (1 student)
3rd 8% students scored average to high average (6 students)
3% students scored high (2 students)
4th 13% students scored average to high average (13 students)

3% students scored high (3 students)
5th 15% students scored average to high average (15 students)
0% students scored high (0 students)
6th 35% students scored average to high average (33 students)
4% students scored high (4 students)

Spring 2021-2022 NWEA Math Data:

K   23% students scored average to high average (15 students)
0% students scored high (0 students)
1st 24% students scored average to high average (18 students)
0% students scored high (0 students)
2nd 20% students scored average to high average (13 students)
3% students scored high (2 students)
3rd 8% students scored average to high average (6 students)
0% students scored high (0 students)
4th 12% students scored average to high average (12 students)
0% students scored high (0 students)
5th 11% students scored average to high average (11 students)
0% students scored high (0 students)
6th 21% students scored average to high average (21 students)
2% students scored high (2 students)

The results above indicates that students are struggling in both math and ELA in all grade levels. Averages were low across all grade levels with 3rd grade having the lowest
percentages of students scoring average to high average.

Goals in ELA and Mathematics will continue to be addressed more closely. Teachers and support staff will continue to provide first best teaching practices for all students in ELA and in Mathematics and will continue to collaborate to refine practices. West Riverside will continue practices in micro-teaching/collaborative activities and Intensive Interventions in small group instruction in ELA and Math. Intensive Interventions will continue to be implemented in grades Kindergarten through 6th in both ELA and Math.   Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. Intervention teachers will continue to support Bilingual Language tutors thru the Guided Reading process and refine the support of Foundation Reading skills. the Intervention teachers will continue to support teachers with Reading Running records and modeling lessons for Guided Reading. Mathematics Intervention will be developed and implemented using our Math Intervention teacher. Intervention teachers and how they are utilized regarding ELA and Math will be determined based on student data.

2020-2021 ELPAC dashboard data:
2.82% Proficient
33.10% Level 1 (Minimally Developed)
38.73% Level 2 (Somewhat Developed)
25.35% Level 3 (Moderately Developed)
2.82% Level 4 (Well Developed)

The results above from ELPAC data indicates that our English Learners continue to struggle.

West Riverside will have a focus on our English Learners in the 2022-2023 school year. Professional Development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap will be provided for teachers. Teachers will ensure that ELD is part of their daily instruction and that there is both Integrated and Designated ELD happening in the classroom. Teachers will be given time to plan and collaborate on strategies that may assist English Learners to close the achievement gap and gain English proficiency. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. Alludo, the district's virtual professional development platform, continues to include sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Principal walk-thrus will focus on ELD instructional practices and strategies within the classroom. Grade Level collaboration will have a focus on identifying, monitoring, and collaborating around EL students within the grade level and classrooms. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students and will support EL students to have access to the core curriculum. Teachers and support staff will be looking at developing academic language structures and practices schoolwide to address our EL program.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard *** Most recent data available for baseline: CAASPP ELA Actual Progress, Fall 2019 School: -44.6 points below standard; Increased 9.7 SED: -46.0 points below standard; Increased 9.2 points EL: -56.6 points below standard; Increased 11.0 points SWD: -131.3 points below standard; Increased 26.0 points Hispanic: -47.0 points below standard; Increased 9.5 points	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard ***	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Most recent data available for baseline: CAASPP Math Actual Progress, Fall 2019 School: -55.2 points below standard; Increased 7.2 points SED: -55.2 points below standard; Increased 7.5 points EL: -63.0 points below standard; Increased 8.7 points SWD: -133.7 points below standard; Increased 16.8 points Hispanic: -57.4 points below standard; Increased 7.6	
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2020-2021 ELPAC dashboard data: 2.82% Proficient 33.10% Level 1 (Minimally Developed) 38.73% Level 2 (Somewhat Developed) 25.35% Level 3 (Moderately Developed) 2.82% Level 4 (Well Developed)	Expected Outcome for 2022-2023: West Riverside will plan on improving English Proficiency as measured on the ELPAC by at least 3% for each level of students. 10% of EL students will be Proficient as indicated on the ELPAC Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Data Quest 2020-2021 data: 19.5% Fluent English Proficient Students (119 students) 6.9% Students Redesignated FEP (21 students) DATE: 5/13/22 Current Enrollment - 604 TOTAL English Learners 300 Current Reclassified 5 **	Reclassified Students 17-18 = 45 students Reclassified Students 18-19 = 28 students Reclassified Students 19-20 = 80 students Reclassified Students 20-21 = 21 students Reclassified Students 21-22 = 5 (tentative) English Learners will have an increase in the number of students classified as Fluent English Proficient annually. Maintain or increase CALPADS/DataQuest census data. Expected Outcome for 2022-2023:

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	*** Reclassified Students 17-18 = 45 Students (9.8%) Reclassified Students 18-19 = 28 Students (6.7%) Reclassified Students 19-20 = 80 Students (21.2%) EXCEEDED GOAL by 64 students!	24% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC
P8: Other Student Outcomes - NWEA ELA	Spring 2021-2022 NWEA ELA Data: K 18% students scored average to high average (11 students) 2% students scored high (1 student) 1st 15% students scored average to high average (11 students) 1% students scored high (1 student) 2nd 14% students scored average to high average (9 students) 2% students scored high (1 student) 3rd 8% students scored average to high average (6 students) 3% students scored high (2 students) 4th 13% students scored average to high average (13 students) 3% students scored high (3 students) 5th 15% students scored average to high average (15 students) 0% students scored high (0 students) 6th 35% students scored average to high average (33 students) 4% students scored high (4 students)	Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 5% in the number of students who score average to high average on the NWEA ELA.
P8: Other Student Outcomes - NWEA Math	Spring 2021-2022 NWEA Math Data:	Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K 23% students scored average to high average (15 students) 0% students scored high (0 students) 1st 24% students scored average to high average (18 students) 0% students scored high (0 students) 2nd 20% students scored average to high average (13 students) 3% students scored high (2 students) 3rd 8% students scored average to high average (6 students) 0% students scored high (0 students) 4th 12% students scored average to high average (12 students) 0% students scored high (0 students) 5th 11% students scored average to high average (11 students) 0% students scored high (0 students) 6th 21% students scored average to high average (21 students) 2% students scored high (2 students)	in the number of students who score average to high average on the NWEA Math.
P8: HMH Reading Inventory for ELA	2020-2021 CAASPP Alternate English Assessment Overall: 21% met or exceeded grade level standards SED: 22% met or exceeded grade level standards EL: 5% met or exceeded grade level standards GRADES K - 6 ALL RECEIVE: BLT push-in classroom support Intervention Teacher/Team push-in classroom support	2022 - 2023 School Year: 50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment. 35% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment. 20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
		BLT services and targeted Guided Reading Intervention will be provided with a goal to increase literacy achievement and engage students in accelerated learning.
P8: Other Student Outcomes - MDTP for Math	2020-2021 CAASPP Alternate Math Assessment Overall: 30% met or exceeded grade level standards SED: 29% met or exceeded grade level standards EL: 5% met or exceeded grade level standards GRADES K-6 ALL RECEIVE: BLT push-in classroom support Intervention Teacher push-in classroom support	2022 - 2023 School year: 50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment. 50% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment. 20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment. BLT services and Math Intervention will be provided with a goal to increase math achievement and engage students in accelerated learning.

Planned Strategies/Activities

Action 1.1
1.1 CCSS Implementation

	X	Modified Action	

Planned Actions/Services	**Students to be served**		**Budget and Source**
The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:	X	All Students	E. Five Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

A. Provide time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal-setting, calibrating lessons/assessments and data analysis for Math, ELA, ELD, Science, Social Science, PE, technology, SEL and Dual Immersion. Includes contract(s) with consultant(s), Coaches and JUSD TOSA (s).

B. Teachers will collaborate and calibrate during staff development focused on the Next Generation Science Standards (NGSS), planning of lessons using newly adopted science curriculum (TWIG) and utilizing West Riverside's Innovation Center for student/grade level learning opportunities. Teachers will be provided and continue to use science notebooks and materials as part of their instruction in science.

C. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.

D. Provide Professional Development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom.

E. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students who working towards proficiency in language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish (5 @ 3hrs).

F. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students. Teachers will also be provided with supplemental support ELA, ELD, mathematics, and science materials (includes but not limited to: copy machines, printing, novel, leveled readers, manipulatives, software and informational texts.

G. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site suggested assessments, such as, but not limited to NWEA.

$65,234

E. Two Bilingual Language Tutor (3 hrs)
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
$30,515

E. One Bilingual Language Tutor (3 hrs)
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
$6,551

R. Media Center Clerk
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
$53,664

L. Library Books and Digital Resource Materials
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$2,000.

B. C. F. P. Printing, Supplemental Student Materials
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
$5,000.

G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$4,500

F. M. S. Gap Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$2,000

Maintenance Contract
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
$4,000

E. F. Q.T. Materials & Supplies
4000-4999: Books And Supplies
Title III LEP -- 4203

H. Teacher(s) may attend a conference or conferences to support academics, technology, ELD, Dual Immersion, PE, etc., then share in a Staff Mtg. or PD.

I. Provide substitute(s) for teacher(s) to attend a conference/conferences to support academics, technology, ELD, Dual Immersion, PE, AVID, GATE, SEL, etc. then share in a Staff Mtg. or PD.

J. Provide time for teachers to prepare and hold workshops for parents in regards to Common Core State Standards, ELD, AVID, GATE, SEL, Dual Immersion, Technology, etc.

K. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.

L. Provide additional funding for the Library and Digital Resources/ Technologies.

M. Provide technology and software support for classroom integration to support CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation.

N. Provide materials for new teacher(s) to support academics, incentives, and SEL.

O. Yearly contract(s) for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support student learning.

P. Supplies for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support and enhance student learning.

Q. Materials and supplies needed to support student learning, incentives, Makerspace, Innovation Center, college and career readiness, and enrichment for students through STEM activities. (May include specific supplies for ELL and GATE students)

R. Elementary Media Center Clerk (EMCC) is assigned to the library and will coordinate availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math
CCSS. EMCC will also provide Technology support with Chromebooks, digital citizenship, Ebooks and other software to teachers. Makerspace/Innovation Center will be monitored by EMCC.

$1,650.00

H. Conferences
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
$500

A. Consultants
5800: Professional/Consulting Services And Operating Expenditures
Title I Basic -- 3010
$0

A. Consultants
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
$6,000

G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$2,500

S. GATE facilitator will coordinate classes that will be offered for GATE students to participate. These classes will focus on topics that extend from the classroom or from CCSS. Classes may be held before, during or outside the regular instructional day. Materials and supplies, incentives and technologies needed to support and enhance student learning.

T. Provide release time to plan professional development or gather resources/materials/supplies/etc. for English Language learner instruction and to provide time for collaboration with DI Teachers.

U. Digital Citizenship schoolwide - plan to build students digital literacy and citizenship.

V. All classrooms will continue using SEL instructional practices, supports and strategies to engage and support all students' Social Emotional Learning needs.

Action 1.2
1.2 Intervention

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include: A. Two full-time Literacy Specialist Teachers (LST) and one full-time Math Support Teacher (MST) will be provided for our 2nd- 6th grade students. Students performing below grade level in 2nd-6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intensive intervention program. Students will be identified for these programs using NWEA assessments/monitoring and a variety of other data results and assessments.	X All Students Other student X group(s) Students with Disabilities	A. Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $73,684 A. Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $73,684 A. Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $131,986

B. All students in 2nd grade through 6th grade who are in need of ELA intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All second through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers will be provided with resources that they can use to support their ELA instruction.

C. Intervention teachers will continue to participate in staff development on intervention strategies, NEWA assessments, Ellevation, and ELD strategies. They will support K-6 Foundational Skills/Early Literacy/Primary Intervention and Intensive Intervention Support with supplies, materials, attending professional development, and with using technology and software to support these programs.

The schoolwide planned actions include:

D. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Including technology and software support for classroom integration.

E. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.

F. Teachers have been provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learners students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support will be focused on with support curriculum and consultant training through Language Services. Support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers.

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$3,500

D. E. I. L. Supplemental Materials and Supplies including technology supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$2,500.

J. Library Books - Reading materials for ELL students
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$1,000

G. Teachers will participate in Professional Development on the ELD standards with focus on EL Roadmap that focuses on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis specific to West Riverside identified English Language Learners using NWEA Assessments, Ellevation platform, ELPAC, TELP and Smarter Balance results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition, English Language Development and reading/language arts.

H. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement activities to increase student achievement, as well as, engage in SEL, Physical Education, and academic school activities.

I. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Including technology and software support for classroom integration.

J. Purchase additional library books to provide additional reading materials for ELL students, providing equitable resources and to replace older books.

K. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

L. Funds will be allocated for purchase of materials and supplies to implement behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.

Action 1.3
1.3 Staff Development/Collaboration

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

The planned actions for Staff Development/Collaboration include:
 	
A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment and NWEA data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.
 	
B. Release time will be provided for Special Education Specialists to plan instruction with general education teacher(s) on inclusion and how to address the needs of RSP/SDC students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will be provided for special education specialist and general education teaches to attend IEP meetings, transitional meetings, and parent conferences.
 	
C. Teachers will continue to participate in professional development that outlines researched based instruction and effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.
 	
D. Professional Development will be provided schoolwide to inform and keep abreast of Dual Immersion practices, program expectations and first year implementation at West Riverside to ensure collaboration of Dual Immersion with existing campus expectancies, practices and traditions.
 	
E. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in staff development that focuses on best practice interventions and student monitoring. They will assist with administering the NWEA to identify those students who need intervention in ELA and math. Intervention teachers will continue to provide early literacy, foundational skills
	X All Students
	
	    Other student
	X group(s) English
	    Learners
		Technology Equipment
		4000-4999: Books And Supplies
		Title I Basic -- 3010
		$0
		
		B. Teacher Hourly and Substitute Teacher Release Time
		1000-1999: Certificated Personnel Salaries
		LCFF Suppl/Conc -- 0707
		$750
		
		Software Licenses
		5000-5999: Services And Other Operating Expenditures
		Title I Basic -- 3010
		$0
		
		Consultants
		5800: Professional/Consulting Services And Operating Expenditures
		Title I Basic -- 3010
		$0
		
		Conferences
		5000-5999: Services And Other Operating Expenditures
		Title I Basic -- 3010
		$0

and intensive intervention support. Math Intervention Teacher will provide additional math support to identified students who may be struggling in math.

F. Teachers will participate in staff development on the ELD standards that focus on Integrated and Designated ELD instruction, second language acquisition, ELD, and culturally responsive teaching. They will receive professional development and collaborate on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There will be a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Teachers will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of NWEA Assessments, ELPAC and CAASPP results to identify and strategically plan to fill the gaps and progress English language learning students towards proficiency.   Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

G. English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation and from the Alludo platform which focuses on research based instructional strategies targeting English Learners. Bilingual Language Tutors provide additional support as well to EL students.

H. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for planning of lessons using these standards and curriculum. Teachers will have a choice, and will be provided to use, science notebooks as part of their instruction in science.

I. Technology facilitator will provide technology staff development on topics such as Powerschool Learning, Google, Common Sense Media, RAZZ kids, Q communication, Canvas and Digital Citizenship. A technology plan will be developed by site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

J. West Riverside grade level articulation of grade level writing expectations will continue to be refined and put into practice in grades K-6. Additional training with focus on writing across the curriculums and AVID 3 column notes will be provided for teachers and paraprofessionals.

K. Grade Level collaboration release days will be focused on equitable, strategic and purposeful professional development including instructional rounds, micro teaching, success criteria, planning and collaboration of scoring and calibrating, Data Analysis, SMART goals and next steps, NGSS/TWIGS science implementation, early literacy development, inclusion practices and ELD implementation and strategies.

L. BSEL coordinator will provide staff development on Panorama platform, survey data, district initiatives and SEL resources. All classrooms will continue using SEL instructional practices and strategies to engage and support all students' Social Emotional Learning needs.

M. Staff will continue to participate in professional development on research based behavior strategies and social emotional learning to implement within and outside of the classrooms.

Action 1.4

1.4 Pre-School Transition to TK and/or Kindergarten

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Pre-School Transition to TK and/or Kindergarten are: A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. B. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.	X Other student group(s) Preschool/ Head Start	Title I Preschool District Funded $0

D. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.

E. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.

F. Title I preschool program is funded by district reservation and provides the same support services as our Head Start program.

Action 1.5
1.5 Elementary AVID

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Elementary AVID include: A. Students will be provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Students will learn Elementary AVID skills that promote organization and college or career readiness. B. Teachers will participate in teacher meetings/conferences/collaboration that focuses on college and career readiness highlighting areas teachers can incorporate AVID focus into their lesson planning to give students opportunities to consider their future. C. Provide AVID release time for planning with focus on College and Career Readiness, College and Career Week, AVID spirit days AVID certification, etc. D. Parents will be given opportunity to participate in parent workshops that focus on college and career readiness and/or career technology education area for their child. The workshops will be given in both English and Spanish and babysitting will be provided. E. Funding will be provided to enhance our College and Career events and other AVID activities.	X All Students	Travel/ Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5,000 Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5,000 Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6,000 Fieldtrips- College Tours 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5,016 Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0

F. Continued Implementation of AVID schoolwide, including continued site meetings, staff development through AVID Path training, BOOST training, AVID Summer Institute, and continued focus on college and career readiness, highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future.

H. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4th-6th.

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

                         Priority 5: Pupil Engagement (Engagement)

                         Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Morning SEL meetings as a focus for starting the day will continue at West Riverside. Due to distance learning, the pandemic and other special circumstances, West Riverside staff, students and families have experienced trauma and will continue learning and providing PD and strategies to cope with adjusting to school and daily life. Continued efforts will be made to enhance SEL lessons to address emotional and social needs for students and training will be provided/offered.

West Riverside will continue our incentives and recognition for academics, behavior, attendance and citizenship. We believe we can reduce student absenteeism and increase positive behavior. Extended Learning Opportunities will continue to be offered. By providing supports that encourage collaboration, like an opportunity to play organized sports or attend a fine arts class will not only entice students to attend everyday, but also provide teamwork and another connection to school. West Riverside will use any additional funding to implement before and after school activities that support students outside of academics. West Riverside will also focus on the physical well-being of the students. With a focus on being healthy inside and out we will support implementation of physical fitness with curriculum supports and equipment for before, during and after school activities. Additional recess/lunch resources,activities and options continue to be a need to engage students in healthy, safe and teambuilding opportunities. With this as a priority, with appropriate staffing and staff schedules, West Riverside will work to opening a Game Room, Makers-Space Library, Movie in the MPR, Jump Rope and Hula Hoop Zones as some of the additional recess/lunch activities and options for students to participate.

The BSELPBIS coordinator along with the Leadership Team and staff will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program that shares a universal message on campus promoting positive behavior. The program aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided. The BSEL/PBIS coordinator and Leadership Team will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.

Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.

To support the goal of Safe, Orderly and Inviting Learning Environment, West Riverside will continue to purchase safety supplies, furniture, materials etc. for parking lot and campus space including student and staff restrooms, Innovation Center, Library, Classrooms and Office. Signage for informing parents and providing a welcoming and inviting environment will be purchased, created and displayed around the West Riverside campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	2020-2021 Attendance Rates TK: 94.41% K: 90.74% 1st: 91.29% 2nd: 93.97% 3rd: 92.87% 4th: 92.69% 5th: 92.75% 6th: 93.74% Overall: 92.81% ************************** Actual: School Attendance Actual: 93.08%Year to Date (20-21) Actual: 97.76% Year to Date (19-20) Actual: 95.81% Year to Date (18-19)	2022 Expected outcome: There will be a 3% increase in attendance rates across all grade levels.
P5 Chronic Absenteeism rate	2020-2021 Chronic Absenteeism Rate West Riverside: 26.6% Hispanic Latino 26.4% JUSD 15.7% Riverside County 17.3% State 14.3% • --- Actual: Chronic Absenteeism rate: 2019-2020: Not reported to data dashboard 2018-2019 Actual: Chronic Absenteeism rate: CA DASHBOARD 11.8% School wide (Increase of 1.5%) District: 9.7% (Increase of 0.9%) Statewide: 10.1% (Increase of 1.1%)	2022-2023 Expected Outcome: There will be 2% decrease in the chronic absenteeism rate school wide including in the following group: Hispanic Latino Long term goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
P6 Pupil Suspension rate	2020-2021 Actual Results: Cumulative Enrollment: 652 students Suspensions for all subgroups and students was 0. *** Actual: Pupil Suspension rate: 2020-21: 0% Actual: Pupil Suspension rate: 2019-2020: Not reported to data dashboard 2018-2019: 0.3% School wide (Blue) = 2 SUSPENSIONS Maintained of 0.1% maintained "Blue" status District: 3.6%, Maintained "Yellow" status	2022-2023 Expected Outcome: There will be an increase in student suspensions. Many students struggled with behavior expectations and being back in person daily. Long term goal: Reduce Chronic Absenteeism rate to 0% Schoolwide and in all subgroups return to "Blue" Dashboard status or maintain rate exceeding District/County/State percentages
P6 Survey of pupils, parents, teachers on sense of safety	LCAP STUDENT Survey, Winter 2022: 2021 Winter STUDENT Results for the LCAP Student Survey for 3rd-5th grades: 209 STUDENT RESPONSES "How often do you worry about violence at your school?" 52% Responded Favorably "Almost Never" 33% 68 student responses "Once in a While" 19% 38 student responses Students response to: "How much do you feel like you belong at your school" Belong quite a bit/completely belong = 57 students (62%) "How many of your teachers are respectful towards you?" 77% responded favorably	Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Safe and Orderly School practices

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	"How much support do the adults at your school give you?" 63% responded favorably "Overall how much do you feel like you belong at your school?" 63% responded favorably 2020-2021: Due to school closure, the LCAP survey was not completed with parents, staff, and students. ** 2020-2021 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? UPDATE LCAP Survey, Parents: 93.75% Extremely Safe to Moderately Safe (Increased by 8.75%) LCAP Survey, Students: 96.47% Extremely Safe to Moderately Safe LCAP Survey, Staff: 94.74% Extremely Safe to Moderately Safe 2019-2020 Outcome: No Data 2018-2019 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 85% Extremely Safe to Moderately Safe	
P6 Survey of pupils, parents, teachers on sense sense of safety	LCAP TEACHER/STAFF Survey, Winter 2022: (Spring 2022 NOT AVAILABLE) 2022 Winter Results for the LCAP Staff and Teacher Survey 25 TEACHERS/STAFF RESPONDED TO SURVEY	Goal: Increase TEACHER/STAFF survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	"For students who need extra support, how difficult is it for them to get the support that they need?" 80% Responded favorable: 32% responded "Not at all difficult" (8 responses) 48% responded "Slightly difficult" (12 responses) Staff responses to: "Overall how positive is the working environment at your school?" 75% responded favorable "How optimistic are you that your school will improve in future?" 83% responded favorable	
P6: Survey of pupils, parents, teachers on sense of safety	LCAP PARENT/FAMILY Survey, Winter 2022: Spring 2022 NOT AVAILABLE 28 PARENT/FAMILIES RESPONDED TO SURVEY "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 93% Responded Favorable: 29% responded "Quite Well" (8 surveys) 64% responded "Extremely Well" (18 surveys) ??????????????????????????????????????? ???	Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.
P1 School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.

Planned Strategies/Activities

Action 2.1

2.1 Safe and Healthy School Environment

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador program, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation in National Kindness activities, etc.) Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities, technology and mental health services with a focus on student wellness.

B. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures and support student SEL needs. Activity Supervisors will supervise Parent workshops and PTA sponsored events that may require additional supervision. They will also provide babysitting for parent trainings, workshops and meetings including but not limited to: Parent Events, PTA, ELAC, and SSC.

C. Additional Activity Supervisor (2.5hours) to provide supervision and safety of students arriving/leaving and while on campus due large area of our campus.

C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety coordinator will work with administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the West Riverside campus. Each year the plan will be presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).

D. Students and staff will practice disaster procedures by participating in monthly emergency drills, including but not limited to; fire, earthquake and | X   All Students | F. Health Care Aide 3hrs.
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
$21,374

C. Activity Supervisor (2.5 hrs)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$9,134

B. Classified hourly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$500

M. N. Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$2,000

Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$296

Consultants
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
$4,000 |

lock down. Safety items and supplies will be purchased as identified thru proactive practices to ensure disaster preparedness on campus.

E. Mental Health supports will be provided to students with continued services of Behavioral Health personnel ,as well as with PICO referrals by school staff or parent. Behavior Health counselor will also provide assistance with social skill development in support of positive behavior at school with students.

F. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide will monitor student medications and follow doctor's orders when appropriately provided. Health aide will follow any "Student Health Plan" provided by JUSD nurse. Health aide will monitor students who may show COVID systems and follow district protocols on safety guidelines.

G. Staff will annually revise and distribute/post (WR website) The Parent/Student Handbook. School rules and procedures are included in the handbook for parent and students to reference. SEL strategies and resources are included in the handbook for parents and students to use as needed.

H. BSEL/PBIS coordinator and staff will provide a schoolwide assertive discipline program. BSEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK Parties, DRAGON attendance rewards, Kindness recognition, "Caught being Good" and other incentives will be provided for students.)

I. Extracurricular activities for students using teachers/consultants/support staff/volunteer community members will provide enriching opportunities/activities for students to be actively involved and engaged to enhance social and emotional well-being, physical fitness and promote teamwork. (Including but not limited to Anti-Bully club)

J. West Riverside will operate the 100 Mile Club that focuses on student health and well being. Students will have the opportunity to participate in running/walking and monitoring the number of miles they achieve. Students will develop self-monitoring strategies. Incentives and motivational supplies will be provided for students and staff to participate. Activity Supervisors and staff will provide additional student supervision to ensure student safety.

K. West Riverside will implement healthy living initiatives to promote healthy living habits for all. These may include, but are not limited to; Fresh Fruit & Vegetable grant, Harvest of the Month, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc.

L. Teachers will be provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students' with SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all student including English Learner students.

M. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess.

N. Radios/Walkie Talkies will be purchased and replaced as needed for teachers and staff to provide clear communication and ensure safety for all students and staff on campus.

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL)

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The BSELPBIS coordinator along with the Leadership Team will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided.	X All Students	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,000.00 Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5000 Materials and Supplies and Incentives 4000-4999: Books And Supplies

B. The BSEL/PBIS coordinator and Leadership Team will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.

C. Students will participate in trimester character reward activities. Classroom teachers and staff will identify students who demonstrated PBIS positive behavior throughout the trimester.

D. Morning announcements will include tips and suggestions for implementing the PBIS positive behavior traits, weekly behavioral skill and campus area expectations.

E. The Responsibility Room will be provided for students to reflect on behavior strategies and skills to be successful on the campus.

F. PBIS/SEL Coordinator will hold meetings, share information with Leadership Team, Teachers and Staff to review discipline data and brainstorm schoolwide interventions that promote good citizenship and kindness inside and outside the classroom.

G. Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.

LCFF Suppl/Conc -- 0707
$10,000

Consultants
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
$4,000

Action 2.3

2.3 Attendance and Leadership Support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes will earn incentives for daily attendance and being on time for school each day including SNACK ATTACK. This is an "On Time"	X All Students	Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $300.00

program providing classes rewards and incentives when the class spells out SNACK ATTACK (11 days) with ALL students "On Time" to school each day.

B. Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement supports Tier 2. School staff will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If internet access is a barrier, students will be provided a mobile "hot-spot". Students may also be referred for behavioral health services through PICO to address mental health barriers to attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers and to re-engage the student.

C. Student Ambassadors (6th grade nominated students) will serve the campus in the Student Ambassador role. These students will provide leadership for K-6 students as they assist with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night and first days of school. They will provide student voice and input to the administration to consider in school needs, initiatives and programs.

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

West Riverside will continue to increase parent communication and share parent engagement opportunities by communication using technology. Using Q communications, Parent Square, Class DoJo, the WR website and other forms of social media. To strengthen our goal of parent communication and participation in school-wide activities, the tech coordinators will be asked to increase technology learning and support for West Riverside parents/guardians. They will also be working to improve West Riverside Social Media presence.

Parent meetings/trainings/workshops/events will continue to be a focus to improve parent involvement on campus. Families continue to need reassurance that all safety measures are being taken on campus for their children. More emphasis will take place to have more families join our school site social media accounts to encourage them to connect more with the school. West Riverside would like to offer Parent Workshops based on parents needs, this requires extra time for teachers to plan and present information to parents.   Hosting family events and offering parent workshops may prove as welcoming activities on campus. To strengthen our goals of parent connectivity, involvement and providing workshops, Teachers and staff will increase West Riverside opportunities to involve parents in activities and with designated release time to plan and implement these activities.

Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement. More time dedicated to staff collaboration may also increase communication between the school and our community. As staff increases their use of our various modes of communication with the students' families, parent engagement will increase as a result of parents being more informed of classroom and schoolwide activities.

Using our PBIS/AVID coordinator and Leadership Team, we will focus on building positive relationships with staff, students and parents. Daily Announcements and Agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, informed and connected to West Riverside. Parent engagement and participation will increase and our welcoming environment will remain strong.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families	LCAP Parent/Family Survey Winter 2022:	Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	"For this school or district to be successful over the next three years, how important is it for us to focus on ...community partnerships?" 86 % responded "Extremely Important or Quite Important" 25% (7) Quite Important 61% (17) Extremely Important	focusing on Student, Family and Community Engagement. Parent LCAP Survey areas that are below 90% will increase by 3%
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on... Student activities and extracurricular activities?" 86% responded "Extremely Important" or "Quite Important" 14% (4) Quite Important 71% (20)Extremely Important	Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on Student activities and extracurricular activities. Parent LCAP Survey areas that are below 90% will increase by 3%
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Winter 2022: "On most days, how enthusiastic are the students about being at school?" 83% responded "Quite Enthusiastic" or "Extremely Important" 75% (9) Quite Enthusiastic 8% (1) Extremely Important	Goal: Increase TEACHER survey response and increase positive responses on survey results focusing on Students being at school. Teacher LCAP Survey areas that are below 90% will increase by 3%
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 63% responded "Belong quite a bit" or "Completely belong" 20% (41) Belong quite a bit	Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Students' believing they belong at school. Student LCAP Survey areas that are below 90% will increase by 3%

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	43% (88) Completely belong	

Planned Strategies/Activities

Action 3.1
3.1 Parent Communication and Connectivity

	X Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect/ Q Communications. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources. B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and notes home. C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. D. Parent meetings will be provided and supported via live meets if/when necessary.	X All Students	Translator Clerk Typist 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $19,323 Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $17,566 Postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500

Action 3.2
3.2 Parent Involvement Opportunities

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful. B.The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Babysitting will be provided when possible and appropriate. Parenting classes to support their child's education will be provided and may include; Academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, Etc. C. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms WR website, school marquee and Q Communications. D. Parent Involvement activities and materials to engage parents and students collaboration with school curriculum to include reading, writing, listening and speaking.	X All Students	Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $958 Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500 Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $500

Action 3.3
3.3 Parent Workshops

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

Planned Actions/Services	Students to be served	Budget and Source
A. The school will facilitate parent workshops that may focus on topics like Social Emotional Learning (SEL), Student Engagement, CCSS, technology, cyberbullying, nutrition, AVID skills, Physical wellness, mental health, and other topics that may affect their children's success and well-being.	X All Students	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $300.00

Action 3.4

3.4 Parent Engagement and Leadership

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, WR website, daily announcements, Class DoJo, Peachjar, monthly calendar and school marquee. B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, DAC, GATE advisory committee, and PTA. Babysitting will be provided. C. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. D. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, school engagement, Social Emotional Learning (SEL) and healthy living and	X All Students	Substitute Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $247.00 Classified hourly: Babysitting, supervision of students for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $300 Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $500.00

wellbeing. In addition, parents will be provided support in technology by office staff, media clerk and/or other staff members.

E. "Hot Spot" technology boost devices will be provided for families that need additional WiFi support in their homes to support student engagement in learning using student Chromebooks.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessments (ELA)	CAASPP ELA Actual Progress will not be available to review in Fall 2021. Testing for Spring 2021 cancelled due to COVID19 school closure. NO CURRENT DATA FOR 2021 DUE TO COVID 19 PANDEMIC Goals will be based and measured with the next administration of the CAASPP. PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN PERSON INSTRUCTION/2022 TESTING- West Riverside will continue with the following expected outcomes: Schoolwide increase of +3 points; Student Groups increase of +5 points	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessments - (Math)	CAASPP MATH Actual Progress will not be available to review in Fall 2021. Testing for Spring 2021 cancelled due to COVID19 school closure. NO CURRENT DATA FOR 2021 DUE TO COVID 19 PANDEMIC Goals will be based and measured with the next administration of the CAASPP. PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN PERSON INSTRUCTION/2022 TESTING - West Riverside will continue with the following expected outcomes: Schoolwide increase of +3 points; Student Groups increase of +5 points	Maintain use of 2019 CAASPP Data Dashboard

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
P4: Statewide Assessments (Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC)	PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN PERSON INSTRUCTION/2022 TESTING - West Riverside will continue with the following expected outcomes: English Learner actual progress will be recorded in summer of 2021 Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3 percent increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.	2020-2021 ELPAC dashboard data: 2.82% Proficient 33.10% Level 1 (Minimally Developed) 38.73% Level 2 (Somewhat Developed) 25.35% Level 3 (Moderately Developed) 2.82% Level 4 (Well Developed)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Reclassified Students 17-18 = 45 students Reclassified Students 18-19 = 28 students Reclassified Students 19-20 = 80 students Reclassified Students 20-21 = 21 students Reclassified Students 21-22 Expected outcome: English Learners will have an increase the number of students annually. Maintain or increase CALPADS/DataQuest census data.	Data Quest 2020-2021 data: 19.5% Fluent English Proficient Students (119 students) 6.9% Students Redesignated FWP (21 students)
P8: Other Student Outcomes - DIBELS	2020-2021 DIBELS The 3rd DIBELS assessment in 2019-20 was not given due to distance learning and school closure. Sites remained in Distance Learning for the remainder of 2020-2021 and DIBELS use was discontinued. Baseline will be set with new district adopted program in 2021-2022.	Spring 2021-2022 NWEA ELA Data: K 18% students scored average to high average (11 students) 2% students scored high (1 student) 1st 15% students scored average to high average (11 students) 1% students scored high (1 student) 2nd 14% students scored average to high average (9 students) 2% students scored high (1 student)

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		3rd 8% students scored average to high average (6 students) 3% students scored high (2 students) 4th 13% students scored average to high average (13 students) 3% students scored high (3 students) 5th 15% students scored average to high average (15 students) 0% students scored high (0 students) 6th 35% students scored average to high average (33 students) 4% students scored high (4 students)
P8: Other Student Outcomes - IStation	2021-2022 Expected outcome: The results of the 2020-2021 Istation in ELA and MATH will be used as a baseline for planning in these two areas. Targeted guided reading intervention will be provided with a goal to increase literacy achievement and engage students in accelerated learning.	Spring 2021-2022 NWEA Math Data: K 23% students scored average to high average (15 students) 0% students scored high (0 students) 1st 24% students scored average to high average (18 students) 0% students scored high (0 students) 2nd 20% students scored average to high average (13 students) 3% students scored high (2 students) 3rd 8% students scored average to high average (6 students) 0% students scored high (0 students) 4th 12% students scored average to high average (12 students) 0% students scored high (0 students) 5th 11% students scored average to high average (11 students) 0% students scored high (0 students) 6th 21% students scored average to high average (21 students)

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		2% students scored high (2 students)
P8: Other Student Outcomes - MDTP/Read 180	2021-2022 Expected outcome: The results of the 2020-2021 Read 180 Diagnostic Test will give 6th teachers a baseline on the progress of their students in regards to the 6th grade ELA standards.	2020-2021 CAASPP Alternate English Assessment (Reading Inventory) Overall: 21% met or exceeded grade level standards SED: 22% met or exceeded grade level standards EL: 5% met or exceeded grade level standards 2020-2021 CAASPP Alternate Math Assessment (MDTP) Overall: 30% met or exceeded grade level standards SED: 29% met or exceeded grade level standards EL: 5% met or exceeded grade level standards

Strategies/Activities for Goal 1

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1.1 CCSS Implementation A. Collaborate staff development time for staff on UOS implementation and effective strategies for mathematics and ELA/ELD, and technology including data analysis, grade level planning, collaboration, and goal setting includes a contract with consultant and JUSD TSAs. A priority focus will be given to academic support for student accelerated learning and filling gaps due to distance learning.	A. Collaborated staff development time for staff on UOS implementation and effective strategies for mathematics and ELA/ELD, and technology including data analysis, grade level planning, collaboration, and goal setting. Due to COVID campus restrictions, use of consultants was limited and not used as expected this year. A priority focus was given to academic support for	Four Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $87,557 One Bilingual Language Tutor (3 hrs) (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $16,202	Four Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $87,557 One Bilingual Language Tutor (3 hrs) (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $16,202

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Bilingual language tutors are assigned to SEI classrooms with EL students who are at the Beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support.	student accelerated learning and filling gaps due to distance learning. B. Bilingual language tutors were assigned to grade level classrooms with EL students who were at the Beginning levels of language acquisition. They additionally serve students that have identified with academic gaps due to distance learning. These tutors provided assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support English only students.	One Bilingual Language Tutor (3 hrs) (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,650	One Bilingual Language Tutor (3 hrs) (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,650
		Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $51,294	Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $51,294
C. Teachers will be provided with ELA/ELD/Math/Science supplemental materials, supplies, incentives, library resources, Technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes copy machines, printing, graphing calculators, novel, leveled readers, manipulatives, software, and informational texts).	C. Teachers were provided with ELA/ELD/Math/Science supplemental materials, supplies, incentives, library resources, Technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers were also provided with supplemental support ELA/ELD, Mathematics, and science materials (including copy machines, printing, graphing calculators, novels, leveled readers, manipulatives, software, and informational texts).	Library Books and Digital Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0	Library Books and Digital Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
		Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $967	Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $700
		Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500
D. K-3 teachers will administer the district adopted monitoring program to assess students' reading fluency. K-3 Teachers will be given release time to administer the assessment and enter and analyze data. Teachers will collaborate on strategies with the CSR Intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to	D. K-6 teachers administered the district adopted monitoring program to assess students' reading fluency. Release time for Teachers did not happen due to COVID restrictions and lack of substitute teachers. Teachers collaborated on strategies	Gap Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $580	Gap Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300
		Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $7,000	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $7,000
		Materials & Supplies 4000-4999: Books And Supplies	Materials & Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students in K-3 who are not at grade level in reading fluency, phonemic awareness and ELA foundational skills. E. Provide conference opportunities to teachers to support CSS implementation with technology integration and ELD, and coaches/consultants will provide ongoing support F. AVID-release time for planning and supplies with a focus on College and Career Readiness. G. GATE facilitator will coordinate classes that will be offered after school for GATE students to participate. These classes will focus on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies. H. Provide release time/subs for teachers for extensive planning including UOS planning, NGSS, Read Naturally, DIBELS Early Literacy Plan development, and analysis and/or calibration for district adopted assessments and UOS Performance Task assessments. I. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.	with the CSR Intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers provided Early Literacy Intervention to students in K-6 who were not at grade level in reading fluency, phonemic awareness and ELA foundational skills. E. Conference opportunities for teachers was limited to mostly virtual opportunities for teachers to support CSS, AVID, implementation with technology integration and ELD. Coaches/consultants were not able to provide ongoing support on campus due to COVID restrictions. F. AVID-release time was provided for AVID Lead Teachers for planning and preparing supplies with a focus on College and Career Readiness. G. GATE facilitator coordinated classes that were offered after school for GATE students to participate. These classes focused on topics that extended from the classroom or from common core standards in ELA, Math, Science, Social Studies and included Arts. H. Provided some release time/subs for teachers for extensive planning lesson development, data analysis and calibration for district adopted assessments and UOS Performance Task assessments.	Title III LEP -- 4203 $2,552	Title III LEP -- 4203 $2,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
J. Technology, training & resources will be provided to support distance learning as needed. Measures: teacher input, student input, parent input	I. Provided roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s. J. Mostly virtual technology, training & resources were provided to support distance learning as needed. Measures: teacher input, student input, parent input		
1.2 Intervention A. Students in grades 4-6 who are two levels or more below grade level in reading will be given the opportunity to participate in an intensive intervention reading program. Students will be identified for this program using a variety of data results and assessments. B. CSR Intervention teachers will support K-6 Foundational Skills/Early Literacy/Primary intervention and intensive intervention support with supplies and materials to support this program. Intervention teachers and supports will be provided for distance learning needs. C. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include district adopted materials and assessments.	A. Students in grades K-6 who were identified as struggling/at risk or two grade levels or more below grade level in reading were given the opportunity to participate in an intensive intervention reading program. Students were identified for this program using a variety of data results and assessments. B. CSR Intervention teachers supported K-6 Foundational Skills/Early Literacy/Primary intervention and intensive intervention support with supplies and materials to support this program. Intervention teachers and supports were provided in ELA and a new Intervention program began implementation to support Math gaps in grades K-6. C. CSR Intervention teachers continued to participate in staff development on intervention, prevention, and course access software licenses to include district adopted materials and assessments.	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,057 CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,057 CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $141,172 Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,500 Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3,000	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,057 CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,057 CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $141,172 Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,500 Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools. E. Teachers will continue in staff development on the ELD standards with focus on EL Roadmap that focuses on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis specific to West Riverside identified English Language Learners, UOS Post Assessments, ELPAC, and Smarter Balance results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition and reading/language arts. F. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement activities to increase student achievement, as well as, engage in SEL,	D. Teachers continued to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, will monitor and purchase the necessary equipment to provide CCSS-aligned tools. E. Intervention Teachers, Special Education teacher and administration participated in staff development on the ELD standards with focus on EL Roadmap that focuses on integrated vs. designated ELD instruction. They collaborated on strategies for increasing language acquisition for English learners and how to work with grade-level teams for standards-based planning using common core standards and data analysis specific to West Riverside identified English Language Learners, Post Assessments, ELPAC, and Smarter Balance results. The principal and teachers worked together to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition and reading/language arts. F. Extended Day Learning and Student Engagement Opportunities. (3 Sessions) Students were invited to participate in academic		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Physical Education, and academic school activities. G. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Including technology and software support for classroom integration (mobi devices, student printers) H. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions. I. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards and utilizing West Riverside's Innovation Center for student/grade level learning opportunities. Teachers will continue to use science notebooks as part of their instruction in science.	review/remediation/enhancement activities to increase student achievement, as well as, engage in SEL, Physical Education, and academic school activities. G. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards and accelerate learning for due to distance learning. H. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may received differentiated instruction based upon a tiered pyramid of interventions. I. Teachers were provided staff development on the UOS and planning of lessons using these standards. Due to lack of staffing and COVID restrictions, utilizing West Riverside's Innovation Center for student/grade level learning opportunities was not available. Teachers continued to use science notebooks as part of their instruction in science.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Staff Development/Collaboration A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes. B. Release time will be provided for RSP teacher to plan instruction with general ed teacher on inclusion and how to address the needs of RSP students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion. C. Teachers will continue to participate in professional development that outlines effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in staff development that focuses on best practice interventions and student monitoring. They will assist with and	A. The school facilitated and supported teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery for the adopted program in ELA/Math Wednesday Grade Level Collaboration meetings focused on lesson delivery and data analyses. The principal will monitored collaboration planning for each grade level to ensure that best practices were being discussed and data was being used to drive classroom instruction through classroom walk-throughs and collaboration check-Ins. Grade Level collaboration minutes were not collected. Some grade levels continue to provide minutes for meetings. B. Release time was not provided for RSP teacher to plan instruction with general ed teacher on inclusion and how to address the needs of RSP students in the class due to lack of staffing (substitutes) for extra release time. C. Teachers continued to participate in professional development on effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math. There was no focus on science for focused professional development, however, some grade level teams continued to provide support for each other in this curricular area. The Intervention teachers attended district	Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $500 Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $670 Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0 Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0	Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $100 Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $600 Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0 Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
administer district monitoring assessments to identify those students who need reading intervention. Intervention teachers will continue to provide early literacy, primary and intensive intervention support to all grade levels (K-6). D. Teachers will participate in staff development on the ELD standards that focus on integrated vs. designated ELD instruction. They will receive professional development and collaborate on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There will be a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Teachers will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of UOS Post Assessments and Smarter Balanced results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts. E. Teachers will continue to participate in the Smarter Balanced in Math Trainings during the 21-22 school year. They will be supported at the site by the math facilitator that can provide	training sessions to increase instructional and research knowledge and build expertise. Intervention teachers participated and provided professional development in staff that focused on Guided Reading and NWEA . They assisted with and administered district monitoring assessments to identify students who needed reading intervention. Intervention teachers continued to provide early literacy, primary and intensive intervention support to all grade levels (K-6). A math intervention teacher was added in January 2022 to our staffing providing intensive intervention support to all grade levels (K-6) in mathematics. D. Teachers did not participate in staff development on the ELD standards focusing on integrated vs. designated ELD instruction. They did not receive professional development and collaborative time to spend on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There was not a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Knowing this is extremely important, it will not be forgotten. The focus was to ensure ALL students were socially and emotionally well at school each day. The principal and teachers worked together on minimum days to collaborate on strategies for SEL for ALL students.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
assistance with modeling and peer coaching. in addition, there will be support from Intervention teachers. Teachers will be provided with release time to develop action plans, identify best practices, observe other teachers, or meet with an exemplary model teachers/consultants. F. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards. Technology facilitator will provide technology staff development on topics such as Powerschool Learning, Google, GAFE, Common Sense Media, and Digital Citizenship. A technology plan will be developed by site committee and implemented throughout the school year. Additional training with focus on writing across the curriculums and AVID 3 column notes will be provided for teachers and a grade level articulation of grade level writing expectations will continue to be refined and put into practice K-6. G. Collaboration release days will be focused on equitable, strategic and purposeful professional development including instructional rounds, micro teaching, Impact team success criteria, planning and collaboration of scoring and/or using Evidence Analysis Action (EAA) tool, Data Analysis, SMART goals and next steps, NGSS implementation, early literacy development, inclusion	E. Teachers did not participate in the Smarter Balanced in Math Trainings during the 21-22 school year Due to reengagement focus and lack of substitute teachers these math trainings were not conducted. The math facilitator provided assistance with modeling and optional workshops. Intervention Teachers did not provide release time to develop action plans, identify best practices, observe other teachers, or meet with an exemplary model teachers/consultants due to staffing shortages. F. Teachers were not provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards. Technology facilitator did not provide technology staff development on topics such as Powerschool Learning, Google, GAFE, Common Sense Media, and Digital Citizenship. A technology plan was developed by site committee but PD was not a focus in this area during minimum days and release time with substitutes was not available. Additional training did not take place this year, again, due to the lack of subbing and our schoolwide focus towards SEL, ELA and math. G. Collaboration release days were limited to 1 gradel level release day for each grade level in the 3rd Trimester - due to lack of staffing/substitutes.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
practices and ELD implementation and strategies. H. With newly built innovation center, West Riverside will focus on NGSS and innovative activities for all grade levels including support for distance learning.	H. West Riverside did not focus on NGSS and innovative activities in our Innovation Center due to lack of staffing and focus on SEL/math/ELA		
1.4 Pre-School Transition to TK and/or Kindergarten A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. B. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. D. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents. E. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions. F. Title I preschool program is funded by district reservation and provides the same support services as our Head Start program.	A. West Riverside communicated to parents the board policies and other requirements of the Transitional Kindergarten program. B. Pre-school students visited TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. C. Pre-school and TK/Kindergarten teachers were not provided release time to collaborate but did work informally to discuss programs. D. Registration information for TK and kindergarten was in the spring in both English and Spanish. The school readiness program held transition meetings for parents. E. Pre-school teachers were not permitted to encourage parent involvement in activities. Pre-school parents were not on campus due to COVID restrictions and district guidelines. F. Title I preschool program was funded by district reservation and	Title I Preschool District Funded $0	Title I Preschool District Funded $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	provided the same support services as the Head Start program.		
1.5 AVID A. Students will be provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Students will be learning AVID skills that promote organization and college readiness. Digital supports may be needed and implemented to support distance learning. B. Teachers will participate in teacher meetings/conferences/collaboration that focuses on college and career readiness highlighting areas that teachers can incorporate AVID focus into their lesson planning to give students opportunities to consider their future. C. Parents will be given opportunity to participate in trimester parent workshops that focus on college and career readiness focus for their students. The workshops will be given in both English and Spanish and babysitting will be provided.	A. Students were provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Students were supported with learning AVID skills that promote organization and college readiness. Digital supports were not needed due to returning to site for in person instruction. Virtual students were provided all supplies and materials as in person students. B. Teachers participated in teacher meetings/conferences/collaboration that focused on college and career readiness highlighting areas that teachers had options to incorporate AVID focus into their lesson planning and to give students opportunities to consider their future. 3 AVID focused days were provided schoolwide to engage students in career and college readiness. (1 each trimester) C. Parents were not given opportunity to participate in trimester parent workshops that focused on college and career readiness for their students due to COVID restrictions for parents/visitors on campus.	Travel/ Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1000 Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,000.00 Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,000 Materials & Supplies, Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $454 Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0	Travel/ Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0 Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,000.00 Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,000 Materials & Supplies, Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $400 Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Students, teachers, staff, and parents faced many challenges during distance learning; however, the challenges did not cease to exist once we returned to in-person instruction, rather, schools were faced with a multiple new struggles and barriers. Specifically, West Riverside:
* Teachers integrated Social Emotional Learning (SEL) lessons and strategies in morning meetings
* Administration integrated Social Emotional Learning (SEL) strategies and activities in staff meetings and Profession Development opportunities.
* Staff members integrated SEL support throughout the day (snack recess, lunch recess, drop-off , and pick-up) specifically relating to anxiety (many times separation), stress, depression, and trauma - social stories were used to target specific needs.
* Teachers assessed their students' present levels and were mindful of learning gaps and the time it might take to recoup lost learning.

A major focus at the beginning of the year were Impact Teams, which were implemented school-wide. Teachers did a wonderful job creating rubrics, utilizing learning intentions, calibrating and implementing success criteria. Teachers have made using rubrics a protocol within their classroom, involving students in self/peer assessments, sharing information regarding rubrics with parents, highlighting them in SST's and IEP's and making them a focused agenda item during Grade Level collaboration meetings.
* Professional Development was presented in a variety of ways this year. We took part of our Staff Mtgs. to address various initiatives and resources like; Ellevation, Units of Study, AVID, NWEA, SEL, and Impact Teams. Our Coordinator of Curriculum and Instruction provided a PD on NWEA to identify celebrations and areas of growth ideas for "low " and "high" identified grade level areas.   Staff members were also encouraged to participate in Alludo and other District-provided opportunities to inform them with NWEA virtually. Teachers were invited to participate in "optional" Professional Development with Math Intervention teacher. Technology professional Development was offered by our technology coordinators for individuals that wanted support.

Our Literacy Support Teachers (LST) used formative and summative assessments like Guided Reading, running records, NWEA results, and small group instruction to gather and identify data regarding academic areas of concerns for students, in order to address learning gaps. Paraprofessionals were used to support these efforts as well.

Our AVID and BSEL lead teachers, as well as our Administrator and Teacher on Special Assignment (Admin support) provided support, opportunities, and incentives for staff and students throughout
the school year. Activities such as College and Career Spirit days, Read Across America, Red Ribbon Week, Digital Citizenship monthly lessons, Spread the Love (parent connections), The Great Kindness Challenge, National Kindness Week, Spirit Days. These events/activities helped to create a culture of kindness, safety, respect, responsibility.   This also allowed for some traditional campus activities and norms to be put back into place as we returned to in-person instruction.

Our 6th grade Student Ambassadors proved to be strong leaders at our school with participating daily in morning announcements, participating in monthly lunch meetings, honoring staff, being a voice for the student body with input of celebrations and concerns, being school buddies for new students, welcoming TK/Kindergarten/younger students at the gate every morning, and taking on any leadership role that was asked of them with outstanding citizenship and pride.

With the return to in-person instruction and the addition of our Behavior Health Associate through PICO, came some insight into the daily struggles our students face everyday. West Riverside referred about 40 students, with our counselor meeting with about half of the referred students and families. Students were referred for issues such as; loss of a loved one, anxiety, stress, divorce, suicidal ideation, anger, disconnectedness, and depression. Many families do not qualify after the referral has been made due to lack of medical or out of county medical.

The additional hours our Health Clerk Aide received proved to be essential. When a HCA is not on campus, a secretary has to be pulled from their position to provide support in the Health Office - many times this is disruptive and difficult, and has a domino effect throughout the front office - with phone calls, visitors, or

teachers/staff members needing assistance. Also, having a friendly face, such as our Health Clerk Aide, provided consistency and comfort to our students and staff.

The addition of two Resident Subs lessened unnecessary stress and worry when the daily need arose for teacher coverage. Even though many times, two substitutes on campus wasn't enough, it was nice knowing we had their additional support. Our resident subs provided consistency for our students and it was another adult connection for
them on campus.

Our EMCC was provided extra help every day to assist with the checking-in/out of books, inventory of books and materials, Chromebook maintenance and operational support for students, creating and assisting in Makerspace activities, SEL lessons, and supporting students in anyway possible.

Activities such as GATE, ELO, and Saturday School provided teachers an opportunity to work with students in a different capacity. Extended Learning Opportunities (ELO) provided teachers an opportunity to address SEL and/or academics. ELO teachers had the liberty to identify and work with students based on any need or gap they wanted to address.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

West Riverside's main focus was to ensure students' social-emotional needs were met as we returned to In-Person instruction this year. Teachers and staff reported many students struggled to focus and pay attention throughout the day. Students needed to build stamina in order to accomplish a full day of in-person instruction. With each passing day, students were able to achieve and do more, but overall academically they are not where they were before the pandemic. Our district assessments provided a baseline - where teachers will take a step back and reflect with a years worth of information and ask, "Where will we go from here?" We will continue to accelerate instead of remediate, knowing there will be students who will accelerate at a slower pace. Strategies will need to be implemented, resources will have to be provided, on-going school-home communication will be a must, interventions will need to be developed and
kept fluid, and progress will need to be monitored.

Below are a few measurements that will provide a starting point for West Riverside teachers to set goals for the upcoming school year.

2020-2021 ELPAC dashboard data:
2.82% Proficient
33.10% Level 1 (Minimally Developed)
38.73% Level 2 (Somewhat Developed)
25.35% Level 3 (Moderately Developed)
2.82% Level 4 (Well Developed)

Data Quest 2020-2021 data:
19.5% Fluent English Proficient Students (119 students)
6.9% Students Re-designated FWP (21 students)

Spring 2021-2022 NWEA ELA Data:

K   18% students scored average to high average (11 students)
2% students scored high (1 student)

1st 15% students scored average to high average (11 students)
1% students scored high (1 student)

2nd 14% students scored average to high average (9 students)
2% students scored high (1 student)

3rd 8% students scored average to high average (6 students)
3% students scored high (2 students)

4th 13% students scored average to high average (13 students)
3% students scored high (3 students)

5th 15% students scored average to high average (15 students)
0% students scored high (0 students)

6th 35% students scored average to high average (33 students)
4% students scored high (4 students)

Spring 2021-2022 NWEA Math Data:

K   23% students scored average to high average (15 students)
0% students scored high (0 students)

1st   24% students scored average to high average (18 students)
0% students scored high (0 students)

2nd 20% students scored average to high average (13 students)
3% students scored high (2 students)

3rd 8% students scored average to high average (6 students)
0% students scored high (0 students)

4th 12% students scored average to high average (12 students)
0% students scored high (0 students)

5th 11% students scored average to high average (11 students)
0% students scored high (0 students)

6th 21% students scored average to high average (21 students)
2% students scored high (2 students)

ELPAC Chats may help our English learners understand where they are measuring with English Proficiency, why they're taking this test, and to set personal goals. Since all students K-6th grade took the NWEA this year, the process may be more familiar next year, and prove valuable information.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The additional staff support - either additional hours (HCA), positions (Behavior Health Associate, Library assistant, resident subs), or stipend positions (AVID, Technology, Lead Teacher) lessened or eliminated stress for other staff members and provided support for students and staff. Student re-engagement support was needed and, at times, difficult to provide.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional and continued support for SEL training and resources will be needed for students and staff. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Intervention Teachers, West Riverside added a Math Intervention Teacher to specifically help students build a strong foundation in number sense and problem-solving. Release time will be provided to staff in order to administer assessments such as: NWEA, ELPAC, CAASPP, other benchmarks; our Tech Coordinators to provide support; and for other coordinators such as our Safe School, BSEL, and AVID Coordinators, as well as our Leadership Team. Funding for PBIS, AVID, Student Ambassadors and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern.   A focus will be on our English Language Development implementation and delivery for our students including designated and integrated ELD, ELD materials and research based instructional supports will be provided, implemented and supported in grades K-6. Grade Level release time each trimester will be provided to support teacher collaboration and professional development in identified areas of need.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	Goal: School Attendance Rate to Restore back to Pre-COVID and distance learning rates of attendance. Goal: 97.76% for 21-22	2021 - 2022 Average Daily Attendance Rates TK: 94.41% K: 90.74% 1st: 91.29% 2nd: 93.97% 3rd: 92.87% 4th: 92.69% 5th: 92.75% 6th: 93.74% Overall: 92.81%
P5 Chronic Absenteeism rate	Goal 2021-22: Return to pre-covid closure chronic absenteeism rates or better. Establish new baseline for improvement. Long term goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages	The COVID-19 pandemic resulted in statewide physical school closures in March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. The CDE recommends caution when comparing data across academic years. 2020-2021 Actual Results: English Learners: 28.2% chronic absenteeism rate Homeless Youth: 66.7 chronic absenteeism rate Students with disabilities: 42.5% chronic absenteeism rate Socioeconomically disadvantaged: 37% chronic absenteeism rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
		The school chronic absenteeism rate (36.6%) is higher than the district, county and state chronic absenteeism rate. district: 15.7% county: 17.3% state: 14.3%
P6 Pupil Suspension rate	Goal 2021-22: Return to pre-covid closure suspension rates or better. Establish new baseline for improvement. Remain below district average for suspension and apply alternatives to suspension. 2019-2020: 0.3% School wide maintain or better (Maintain Blue)	2020-2021 Actual Results: Cumulative Enrollment: 652 students Suspensions for Overall and all subgroups and students was 0
P6 Surveys of pupils, parents, teachers on sense of safety	Goal: Increase Parent survey response and increase positive responses on survey results focusing on Safe and Orderly School practices	2021 Winter Results for the LCAP Student Survey for 3rd-5th grades: Students response to: How much do you feel like you belong at your school? Belong quite a bit/completely belong = 57 students (62%) How many of your teachers are respectful towards you? 77% responded favorably How much support do the adults at your school give you? 63% responded favorably Overall how much do you feel like you belong at your school? 63% responded favorably
P6 Surveys of pupils, parents, teachers on sense of belonging at school	Goal: Increase Student survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.	2021 Winter Results for the LCAP Staff and Teacher Survey Staff responses to: Overall how positive is the working environment at your school? 75% responded favorably How optimistic are you that your school will improve in future?

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		83% responded favorably

Strategies/Activities for Goal 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
2.1 Safe and Healthy School Environment A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.) Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities and mental health services through a focus on student wellness. B. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures and support student SEL needs. Activity Supervisors will supervise PTA sponsored events that may require additional supervision and will also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC. Activity Supervisors will support	A. The school created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities including red ribbon week, anti-bullying classroom presentations, digital citizenship lessons, common sense media lessons, and student clubs. The school did not have school-wide anti-bullying assemblies or health awareness workshops due to COVID restrictions. Teachers and staff used multi-tiered systems of support (MTSS) including social and emotional learning (SEL) classroom lessons and activities, academic interventions, and inclusive practices. Students and families were provided with support including behavior, safety, physical education activities, and mental health services through a focus on student wellness. B. Activity Supervisors participated in administrative lead training that focused on conflict resolution and positive reinforcement. Activity supervisors provided appropriate campus supervision, enforced school rules/procedures and helped to support student SEL needs. Activity Supervisors did not supervise PTA-	Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20,190 Three Activity Supervisors (2.5 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $33000 Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1500 Consultants 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00	Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20,190 Three Activity Supervisors (2.5 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $33000 Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500.00 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100.00 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Consultants 4000-4999: Books And Supplies Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services

and enforce COVID safety guidelines as directed by the district. Activity Supervisors will support the implementation of the re-engagement plan.

C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety coordinator will work with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills and practice disaster procedures. The plan will be presented by the Safety coordinator to the ELAC and approved every year by the school site council.

D. Mental Health supports will be provided to students with the hiring of Mental Health Interns as well as referrals by teacher or parent. Mental Health Interns will also provide assistance with social skill development in support of positive behavior at school.

E. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education, Health aide will monitor students who may show COVID systems

Actual Actions/Services

sponsored events required additional supervision and/or provide babysitting for parent training and meetings such as PTA, ELAC, and SSC, because public activities were restricted due to COVID restrictions. Activity Supervisors supported and enforced COVID safety guidelines as directed by the district. Activity Supervisors supported the implementation of the re-engagement plan.

C. Safety coordinator revised the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety coordinator worked with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff participated in monthly fire drills and practice disaster procedures. The plan was presented by the Safety coordinator to the ELAC and was approved by the school site council.

D. Mental Health supports were provided to students with the hiring of Mental Health Interns as well as referrals by teachers and parents. Mental Health Interns also provided assistance with social skill development in support of positive behavior at school.

E. Health aide provided appropriate health care and nursing services. The

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and follow district protocols on safety guidelines. F. Staff will annually revise and distribute/post parent/student handbook. SEL/PBIS coordinator and staff will provide a schoolwide assertive discipline program. SEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK Parties, DRAGON attendance rewards, and incentives) G. Extracurricular activities for students using teachers/consultants/support staff to provide enriching opportunities/activities for students to be actively involved to enhance social and emotional well-being. H. West Riverside will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety. I. West Riverside will implement healthy living initiatives to promote healthy living habits for all. These will include Fresh	health aide also communicated with parents in regards to immunizations and allergies that impact a student's school environment or student's education. The health aide monitored students who showed COVID symptoms and followed district protocols on safety guidelines. F. Staff revised and posted the student handbook on the school website. SEL/PBIS coordinator and staff provided a schoolwide assertive discipline program. SEL/PBIS implementation included training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator updated and revised Area Expectations as needed. Students had the opportunity to earn incentives and rewards for good citizenship and making good choices such as Dragon deeds. G. Extracurricular activities for students were implemented using teachers/consultants/support staff to provide enriching opportunities/activities for students to be actively involved to enhance social and emotional well-being. H. West Riverside operated the 100 Mile Club in individual classes to focus on student health and well-being by having them participate in running and monitoring the number of miles they have run. School-wide runs were not organized due to COVID restrictions. Students were encouraged to develop		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fruit & Vegetable grant, Harvest of the Month, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc. J. Teachers will be provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers ill address their students' of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all student including English Learner students. K. We will maintain distancing and safe environment requirements as outlined by CDC for children, staff, and community.	self-monitoring strategies. Supervisors and staff did not provide additional student supervision since school-wide runs were not implemented due to COVID restrictions. I. West Riverside implemented healthy living initiatives to promote healthy living habits for all. These included Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits. The Fresh & Vegetable grant and Harvest of the Month was not implemented this year. J. Teachers were provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers addressed their students' status of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students. K. We maintained distancing and safe environment requirements as outlined by CDC for children, staff, and community.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL) A. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. B. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. C. Students will participate in trimester character reward activities where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester. D. Morning announcements will include tips and suggestions for implementing the PBIS weekly behavioral skill and campus area expectations. E. The Responsibility Room will be provided for students to reflect on behavior strategies and skills to be successful on the campus. F. PBIS/SEL coach will hold meetings with the committee to review discipline data and brainstorm schoolwide interventions that promote good	A. The PBIS coach is now called the BSEL within the district. Along with the AVID Lead facilitated the implementation of the components of Area Expectations and Social Skill focus for campus weekly implementation. Teachers taught short lessons that focused on the sixteen character traits and Area Expectations. These were also addressed in the morning announcements each morning. B. The BSEL coach provided support as needed in planning these short lessons. Student incentives were given in the classroom and schoolwide to reward positive behavior. C. Trimester character rewards were not given as we did not have school-wide assemblies due to COVID restrictions. D. Morning announcements included tips and suggestions for implementing focused weekly behavioral skills and campus area expectations. E. The Responsibility Room was provided for students to reflect on behavior strategies and skills to be successful on the campus when necessary. F. BSEL coach informed staff, leadership, Administration and AVID	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,000.00 Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00 Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,000.00 Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00 Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
citizenship inside and outside the classroom. G. Students and staff will be recognized for successful distance learning structures and habits. Also, review of online behavior and norms for distance learning.	Lead with information to review discipline data and brainstorm schoolwide interventions that promoted good citizenship inside and outside the classroom. G. Students and staff were recognized for positive online behavior and norms for distance learning. Virtual classrooms with teachers assigned on site were invited to participate in campus activities.		
2.3 Attendance and Leadership Support A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes will earn incentives for daily attendance and no tardeings including SNACK ATTACK. This is a no-tardy program where classes get incentives when the class spells out SNACK ATTACK (11 days) with no tardies. B. Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement supports Tier 2. School site will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If internet access is a barrier, students will be provided a mobile "hot-spot". Students may also be referred for behavioral health services through the PICO office to address mental health barriers to	A. The staff did not develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance due to COVID policies and encouraging students/staff to stay home if they were feeling ill. B. Students that continued to have excessive absences after Tier 1 supports had been implemented were provided a second level of re-engagement supports Tier 2. School site worked with the students and families to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If internet access was a barrier, students were provided a mobile "hot-spot". Students were also referred for behavioral health services through the PICO office to address mental health barriers to attendance and engagement. Tier 3 was implemented for those students who continued to have excessive absences after Tier 2	Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00	Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SRB process to address barriers to re-engage the student.

C. Student Ambassadors (6th grade nominated students) will serve the campus in the Student Ambassador role. They will provide leadership for K-6 students as they assist with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night and first days of school. They will provide student voice and input to the administration to consider in school initiatives and programs.

D. Reward and recognize students who are actively participating in live classroom activities and assignments via distance learning classrooms.

was implemented. The school worked with Pupil Personnel Services department in a non-punitive SART process. If needed, the student was referred to the social services or the SARB process to address barriers to re-engage the student in school.

C. Student Ambassadors (6th grade nominated students) served the campus in the Student Ambassador role. They provided leadership for K-6 students as they assisted with new student orientation and morning escorts of younger students to classrooms. They provided student voice and input to the administration to consider in school initiatives and programs. They participated in morning announcements and Career Day as leaders

D. For students that elected to remain online this year, students were rewarded and recognized for actively participating in live classroom activities and assignments via distance learning classroom teachers.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our first and most important goal is always the social emotional well-being of our students and staff. Teachers have reported that during distance learning they learned things about their students and their students' families that they would not have known in a regular school year and even though they had a different connection with students, from not being in the classroom, they were exposed to a intimate part of their home-life that changed their idea of assigning traditional homework and classwork - the support, or lack thereof, impacted and possibly forever changed many teachers' beliefs about homework, the value it has or does not have, the pros and cons, and the impact homework has on a family, not just the child. The trauma our students and staff endured needed to be addressed and continuously revisited throughout the school year. Teachers and staff spent more time talking with students and validating their feelings of anxiety,

depression, worry, and stress. The addition of our Behavior Health Counselor through PICO helped meet the needs for many of our students and their families. West Riverside hopes to continue having the support of a Behavior Health Counselor as well as we are hoping to receive the Community Schools Grant to focus on becoming a more focused Community School. Activity Supervisors, Instructional Aides, and BLT's were trained in SEL and trauma to help with various behavior (crying, separation anxiety, eloping, violent behavior, getting along with others, etc.) they experience on the playground, in the cafeteria, or before and after school. Continued support training for Activity Supervisors is greatly needed and will be something addressed more in the upcoming year. Our BSEL/PBIS, AVID, and Administrator planned activities throughout the year to get students excited about school, engaged, and connected. Specifically, our BSEL Coordinator shared SEL strategies and interventions with teachers and staff so they could better support our students. Extended Learning Opportunities (ELO), Gifted and Talented Education (GATE), Saturday School, LEAP, and even Think Together provided social emotional and academic support - this gave students another way to connect to school and to other adults on campus. Since research shows that the more connections a student has to school, the more likely they are to succeed - the addition of these programs are needed. Student breakfasts and lunches were free of charge for all students this school year, and a limited number of suppers were given to students as they left school at the end of the day. The Health Clerk Aide was allotted extra hours, to better support the needs of our students, and again this service needs to continue as a proactive measure. Additional support was also provided to our EMCC to assist with Chromebook, teacher, parent and student needs. Monthly emergency drills (fire, earthquake, lockdowns etc.) were conducted to ensure students and staff were knowledgeable with how to respond and able to evacuate in a safe and orderly manner. In order to best serve our students, collaboration among staff members was continuous. Planned and impromptu discussions revealed detailed information about students/families in need and we were able to brainstorm ideas and share resources and strategies to better support the West Riverside community (staff, students parents).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance was lower this year than in years past, and that was due to COVID, some of our families struggled with attendance and were very concerned sending their child to school with minor symptoms - something that was not a concern before the pandemic. West Riverside still continued with daily phone calls so parents were aware that we knew their child/children was/were absent. Attendance decreased as a result of COVID issues and students were absent any time they were in close contact with someone who tested positive for COVID or was exposed to COVID. Independent Study was offered and assigned, not all student completed the Independent Study Contract. We offered assignments digitally, as well as paper/pencil packets, in conjunction with our Re-engagement Staff member who made separate phone calls home, helping parents navigate PowerSchool Pages, Google Classrooms, and to answer any questions they may have about the homework.

2021 - 2022 Average Daily Attendance Rates
TK: 94.41%
K: 90.74%
1st: 91.29%
2nd: 93.97%
3rd: 92.87%
4th: 92.69%
5th: 92.75%
6th: 93.74%
Overall: 92.81%

Attendance rates decreased as a result of COVID and COVID related issues; however, this was more prominent from August - February. As nation-wide COVID related issues decreased, so did West Riverside rates. Due to distance learning last year, students were already familiar with PowerSchool Learning pages and Google classrooms, making it easy
to access their work using these digital platforms this school year. West Riverside had 2 Resident Subs who worked on re-engagement when students were absent by contacting students and families to
answer any questions or help navigate the PSL/Google classrooms if needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most of our proposed expenditures were used or just modified to fit the current situation. Administrative designees were not used to cover administrators during the school day; however, that is an action that will be kept in case it is needed in the future. With students back on campus, a need for additional support from classified and certificated staff increased and this was provided primarily in the office, classroom, library, health office, and after school. Training with SEL and mental health support staff-wide was provided throughout the year, in addition to our process and supports for re-engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The need for additional support in the above mentioned areas will help to alleviate stress for staff and students and provide much needed support academically and social-emotionally. The need for SEL support and resources, as well as additional academic support will continue to be essential. Continued trainings in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, mini BSEL/PBIS lessons addressing identified areas of concerns will be shared with staff early on in the school year. West Riverside will be collectively be working to improve our schoolwide progressive discipline plan with implementation of BSEL/PBIS strategies and structures to improve our schoolwide focus on being Safe, Respectful and Responsible. Attendance incentives and award ceremonies will return to normal next year - with this we may find a increase of students engagement and parental involvement. A targeted focus will be to get our families more involved on campus and in their students' academic world. West Riverside will continue to implement supports so students learning to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to access their curriculum.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Parent LCAP Survey areas that are below 90% will increase by 1%	28 West Riverside parents/family members completed the LCAP Parent/Family Survey (Spring 2022) For the school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 72% (28 parents/families) responded as "quite important" or "extremely important"
P5 Student Engagement	Student LCAP Survey areas that are below 90% will increase by 1%	28 West Riverside parents/families completed the LCAP Parent/Family Survey (Spring 2022) For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 71% (28 parents/families) responded as "quite important" or "extremely important"
P5 Student Engagement	Student CHKS Survey areas that are below 90% will increase by 1%	12 (43%) of staff completed the LCAP Staff Survey (Spring 2022) When asked, "On most days, how enthusiastic are the students about being at school": 83% (10 staff members) responded as "quite enthusiastic" or "extremely enthusiastic"

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff LCAP Survey areas that are below 90% will increase by 1%	When asked, "Overall, how much do you feel like you belong at your school?" 129/259 (62% of students surveyed) responded as "belonging quite a bit" or "completely belong"

Strategies/Activities for Goal 3

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
3.1 Parent Communication and Connectivity A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect/ Q Communications. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources. B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, Class Dojo App,ZOOM Meetings, Google MEETS, home visits and phone calls, emails, & notes home. C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office	A. The school assisted parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect/ Q Communications, Class DoJo. and during SSC/ELAC meetings. The school provided assistance to all parents to ensure all parents had access to Parent Connect and other district resources. B. Parents were regularly informed of student progress through virtual Back-to-School Night, virtual parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and notes home. All communications were sent in English and Spanish. C. Parent meetings, parent-teacher conferences, report cards,	Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $15,946 Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $15,946 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $270.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $405.00	Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $15,946 Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $15,946 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $270.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $405.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. D. Parent meetings will be provided and supported via live meets when necessary.	informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish-speaking population. Translators were provided for parent meetings and whenever needed to address student, parent and staff needs to communicate regarding school. D. Parent meetings were supported via live meets when necessary and the end of the year SSC and ELAC meetings were held in person.		
3.2 Parent Involvement Opportunities A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful. B.The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and	A. The school attempted to increase parent involvement by providing the opportunity to participate in PTA-sponsored events. Classroom volunteers were not permitted this year due to COVID restrictions. In order to engage parents in their children's academic efforts at school, Information was provided in both English and Spanish and was sent home in a timely manner. Parents were communicated with daily by office staff if their student was absent. Home visits were conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful. B. The school staff was unable to invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School	Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $150 Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Substitute Teacher: Parent involvement meetings/ parent training release time for teacher	Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0 Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $50 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Substitute Teacher: Parent involvement meetings/ parent training release time for teacher

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Parenting classes to support their child's education will be provided and may include; Academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, Etc. D. All parent activities and opportunities will be supported with social distancing requirements. E. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, and Google Classrooms and Q Communications.	Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. this year due to COVID restrictions. Virtual parent activities were supported with English and Spanish translation. Parenting classes were not conducted due to COVID restrictions. D. All parent activities and opportunities were supported with social distancing requirements. E. Parents were kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, PSL/Google Classrooms, and Q Communications.	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0
3.3 Parent Workshops A. The school will facilitate parent workshops that may focus on topics like Social Emotional Learning (SEL), Re-engagement back to In Person Learning, technology, cyberbullying, nutrition, AVID skills, Physical wellness,mental health, and other topics that may affect their children's success and well-being. This may also include distance learning issues, topics, and concerns.	A. The school was unable to facilitate parent workshops due to COVID restrictions. Topics like Social Emotional Learning (SEL), Re-engagement back to In-Person Learning, technology, AVID skills, Physical wellness, mental health, and other topics that may affect their children's success and well-being were presented at ELAC and SSC meetings virtually.	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1,000.00 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $600.00	Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1,000.00 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $600.00
3.4 Parent Engagement and Leadership A. Increase parent involvement in school/district advisory committees to	A. The school worked to increase parent involvement in school/district advisory committees to review current	Substitute Teacher: ELAC Meetings, Parent involvement	Substitute Teacher: ELAC Meetings, Parent involvement

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, facebook, school website, daily announcements, Class DoJo, Peachjar, monthly calendar and marquee. B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE advisory committee, and PTA. Babysitting will be provided. C. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. D. District and site leadership meetings will include distance topics and concerns using Google Meet and Zoom opportunities when necessary. E. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, re-engagement with In Person Instruction, Social Emotional Learning (SEL) and healthy living/wellbeing. In addition, parents will be provided support in	school/district programs and make recommendations. School staff provided regular updates to parents about classroom/school activities and programs through Q Communications, school website, daily announcements, Class DoJo, Peachjar, monthly calendar and the school marquee. B. School staff provided all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, DAC, SSC, GATE advisory committee, and PTA. Babysitting was provided at the last ELAC and SSC meeting as these were the only meetings able to be held in-person due to previous COVID restrictions. C. The school communicated to parents the board policies and other requirements of the Transitional Kindergarten program. Parents were provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. D. District and site leadership meetings rarely included distance topics and concerns using Google Meet and Zoom opportunities since most students attended instruction in-person. E. Parents were not given opportunities to participate in workshops with focus on supporting their student at home with academics, technology, re-engagement with In	planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $547.00 Classified hourly: Babysitting, supervision of students for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $877.00 Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $623.00	planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0 Classified hourly: Babysitting, supervision of students for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $0 Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $500.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
technology by office staff, media clerk and/or other staff members.	Person Instruction, Social Emotional Learning (SEL) and healthy living/wellbeing due to COVID restrictions. Parents were provided support in technology by office staff, media clerk and/or other staff members.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

COVID restrictions prevented parents/volunteers from being on the West Riverside campus; therefore, meetings such as: parent-teacher conferences, SST's, 504's, and IEP's were mostly held virtually (Zoom or Google Meets) or using phone conferencing. Trimester 3 did allow some parent meetings to be held in-person. There have been very few volunteers due to COVID restrictions. Clear and frequent communication was essential this year with our parents due to not seeing many of them in-person. Parents were informed of classroom, school, and districts events via Class Dojo, marquee, school website, Parent Square, teachers' PSL page, Google Classrooms, flyers, and Q Communication. Our office staff worked diligently to assist parents with concerns and struggles and to answer their questions. Many teachers frequently surveyed their students to gain insight to how they felt and what they needed. In turn, this allowed teachers to tailor their SEL lessons to individual students' needs within their classrooms. West Riverside did not implement the planned strategies for Focusing on Parent Engagement and Leadership, Involvement Opportunities, Communication and Connection, and Parents Workshops as originally planned, but in order for our school to return to pre-pandemic track, we need to continue with improving these
areas and focus on re-engagement for our parents, volunteers, and community members.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With COVID restrictions implemented most of the year, alternative means of communication were needed for parent volunteer committees (PTA, GATE, ELAC, SSC). These groups met virtually and these parental platforms were used to gain insight and address concerns and needs. Our parent volunteer groups provided more feedback than the results of our LCAP - as seen in the lack of responses. In order to accurately gain parental insight, perhaps surveys can be combined to reduce requested participation of such information and increase parental participation.

* 28 West Riverside families participated in LCAP Parent/Family Survey (Spring 2022)
* 43% of our staff participated in the LCAP Staff Survey (Spring 2022)
* 81% of our students participate in the LCAP Student Survey (Spring 2022)

Extra efforts will need to be taken next year to increase the participation rates in all areas. West Riverside depends on this feedback in order to better serve our community, address areas on concerns, provide for our families, and become a better school serving our students and community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Some allocations were not used due to COVID restrictions. For example, parents workshops and providing babysitting, were not held, but are planned to be options for next year. In addition, classified release time was not used due to parent volunteer meetings being held virtually; again, this will be needed once these groups return to in-person meetings. A focus on community engagement will need to be a focus in order to build strong connections between home and school since being fractured during distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is essential for West Riverside to increase the participation rate for surveys. It is difficult to paint an accurate picture with minimal responses. Parent workshops, based on parent needs may assist in increasing survey participation and address specific areas of concern for parents, while increasing parental involvement and re-engaging the community. Sharing our protocols and communicating with parents before the beginning of they school year will help to reduce stress and troubleshoot areas of need ahead of time. Hosting family events may prove to be welcoming activities on campus. Extended Learning Opportunities will continue into next school year, as we continue to identify and address learning gaps with students we will continue to support them with these services. PICO referrals are expected to increase next year and having a counselor on site has proved to be crucial allowing for group decisions/support groups to be developed. West Riverside has applied for the Community Schools Grant that would also allow for focus and funding to support community/parent involvement.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	277,110
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	594,032.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	192,720	0.00
Title I Parent Involvement -- 3010 1902	2,505	0.00
Title I District -- 500 3010	73,684	0.00
Title III LEP -- 4203	8,201	0.00
LCFF Suppl/Conc -- 0707	168,200	0.00
LCFF District -- 500 0707	148,722	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF District -- 500 0707	148,722.00
LCFF Suppl/Conc -- 0707	168,200.00
Title I Basic -- 3010	192,720.00
Title I District -- 500 3010	73,684.00
Title I Parent Involvement -- 3010 1902	2,505.00
Title III LEP -- 4203	8,201.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	299,105.00
2000-2999: Classified Personnel Salaries	225,161.00
4000-4999: Books And Supplies	30,750.00
5000-5999: Services And Other Operating Expenditures	25,016.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	73,684.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	75,038.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	9,250.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	93,434.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	27,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	24,516.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	14,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	141,282.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	49,838.00
4000-4999: Books And Supplies	Title I Basic -- 3010	1,100.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	0.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	73,684.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,205.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	300.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00

2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	6,551.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,650.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Gabriela Garcia	Parent or Community Member
Gabriela Corona	Parent or Community Member
Yesenia Rodriguez	Parent or Community Member
Jesabel Salgado	Parent or Community Member
Heather Hartwell	Parent or Community Member
Regina Lopez	Other School Staff
Marcy Hale	Principal
Sarah Perez	Classroom Teacher
Teresa Chavez	Classroom Teacher
Abraham Vargas (Alternate)	Classroom Teacher
Patricia Jimenez (Alternate)	Parent or Community Member
Maurice Castro	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2022.

Attested:

Principal, Marcella Hale on 5/31/2022

SSC Chairperson, Yesenia Rodriguez on 5/31/2022

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program